Section 1: BASIC INFORMATION

1.1	**Awarding Institution:**	University of St Mark & St John
1.2	**Teaching Institution:**	University of St Mark & St John
1.3	**Locus of Delivery:**	University of St Mark & St John
1.4	**Final Award Title:**	**Bachelor of Arts (Hons)**
1.5	**FHEQ Level:**	4, 5, 6
1.6	**Programme Title:** **Programme Structure**	**Human Communication and Linguistics**
1.7	**Mode and Duration of Study:**	Full time 3 years or part time equivalent
1.8	**UCAS Code(s):**	
1.9	**Admission Criteria:**	Normal University entrance criteria apply. See website for further details. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent
1.10	**Accrediting Professional Body/ PSRB:**	NA
1.11	**QAA Subject Benchmarking Group(s):**	Linguistics and English
1.12	**Other External Points of Reference:**	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.13	**Language of Study (*for learning, teaching and assessment*):**	English
1.14	**Work-Based Learning Arrangements:**	Work based learning takes place within modules LCSC03H, LCSD51, LCSD59.
1.15	**Foundation Degree Progression Routes:**	NA
1.16	**Arrangements for Distance Learning:**	NA
1.17	**Original Date of Production:**	December 2014
1.18	**Date of Commencement:**	1st September 2015
1.19	**Review Date:**	By 31st August 2021

2. Programme Outline

A bachelor's degree with honours in Human Communication & Linguistics can have either a narrow or broad focus, and this degree allows the student to choose either through providing a broad range of topics on all areas of Linguistics, while providing assessment opportunities that encourages specialisation to develop. As stated in the QAA benchmark statements, students will be expected to have "an appreciation of the basic concepts, modes of analysis and theoretical approaches in most areas of study that are traditionally distinguished within structural approaches to linguistics and that we term 'levels of analysis': phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse."

Students are expected to engage with theory and practice in areas such as "the role of language in society, its nature as a cognitive domain, the way it is acquired, the way it changes", and how it works in actual use. A Human Communication & Linguistics student on this degree will also develop knowledge of empirical linguistic phenomena and a Social Sciences based research methodology. In this sense, the University of St Mark & St John BA Human Communication & Linguistics degree aims to provide a high quality teaching and learning experience that aligns in topic scope with what is on offer at far larger institutions. This is achieved by our ability to share modules with other established subjects in the university such as Speech and Language Therapy (SLT) and English.

Students are also equipped with the general analytic and problem solving tools that will carry them through into their working life, regardless of whether or not their work is directly related to their degree. The programme provides a coherent introduction to the discipline and its domains in the first year, and allows greater specialisation through the second and third years. The degree develops such a wide range of skills and interests and provides a tremendous resource base for the person to draw on, that they will always be very well placed in any future work environment. Post-graduation progression and employment is discussed in 11 below.

2.1 Integrating Sustainability into the Curriculum

The QAA guidelines on Education for Sustainable Development encourages curriculum design to enable students to:

- consider what the concepts of global citizenship and environmental stewardship mean in their discipline and in their future professional and personal lives;
- think about issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors;
- develop a future-facing outlook and to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures.

Such issues are covered at several points in this programme including the generic modules ELGC90, as well as in the Research Methods module. Programme outcomes 4, 23, 29 and 30 specifically address these areas. There are also several opportunities each academic year for students to engage with University of St Mark & St John organised extra-curricular activities,

particularly in dedicated weeks known as eFEST (see section 6 below). Many of these will have significant scope in addressing sustainability issues. We are particularly interested in students developing awareness of language related disability, disempowerment and diversity. We also have a broad sustainability view with respect to languages and culture, which is addressed in English in the World, Variations in English and People in Context. The programme administration is designed to be as paper free as possible, including on-line learning resources, module and programme information and on-line submissions of assessments.

3. Distinctive Features

The degree investigates the technical, social and psychological issues of language, as well its use in real life contexts to inform and to entertain. This programme therefore has a distinct Social Sciences appeal as well as a strong Arts and Humanities aspect. As such, the programme has the range of modules that any linguistics degree should have, however at content level these are informed by the areas of expertise in the department as a whole and there are few programmes with the breadth in the curriculum that we can offer. This is due partly to the fact that the degree is integrated with the SLT and English programmes. As a subject area, Linguistics can integrate with many areas in the institution, such as Sociology, Psychology and Media. Many graduates progress into teaching roles, and the programme design is informed by this, providing the basic skills sets for a successful teaching career, or postgraduate SLT courses.

4. Programme Aims

4.1. General Aims for Single Honours students

The programme aims to

1. provide motivating and stimulating courses, in the spirit of widening participation, for heterogeneous groups of students with different abilities, ages, ethnic backgrounds and needs;
2. challenge students from varied cultural and social backgrounds to reach their full potential at their own intellectual levels and help them produce appropriate and creditable work at each level of study;
3. foster an atmosphere in which students feel able to express themselves in both written and creative/practical work
4. generate a supportive environment in which students are able to work together effectively for the achievement of shared goals and aims
5. develop increasing independence and maturity in relation to academic abilities and skills, including self-evaluation and reflective practice
6. provide students with the relevant intellectual and creative / practical skills for future employability and /or post graduate study, including group and individual presentations and use of a wide range of computer software;
7. develop a commitment to life-long learning with an aim to promoting education for sustainable development;

8. foster ability and confidence in independent learning, self-motivation and time/resource management;

4.2 Programme specific Aims

The programme aims to help the student to:

1. learn the central analytical concepts and methods of enquiry appropriate to a range of linguistic topics and be able to transfer knowledge from module to module;
2. understand the nature of a theory and what constitutes an explanation and to understand the relevance of theories and research in other disciplines;
3. apply the basic techniques for collecting and presenting data in the various areas of linguistics, including language corpora, elicitation tasks, introspection, transcription, laboratory experiments, questionnaires, and fieldwork techniques in general;
4. consider and apply the practicalities and ethics of carrying out fieldwork and using the data, including the use of statistics and corpus-analytic techniques;
5. understand the structure, variation and use of the English language and its role in society. This includes synchronic and diachronic study of its words, phrases, sentences, and texts, in a variety of contexts and functions,
6. foster the ability to make informed judgements about practical aspects of the role of the English language across the world and how this informs and affects English teaching and learning;
7. examine the relationship between language and the human mind, and the processes through which human beings learn & acquire language;
8. practically apply linguistic theory, assessment and measuring techniques in teaching and/or therapeutic and/or literary contexts.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:-

1. an understanding of the nature of a theory and what constitutes an explanation;
2. an ability to specify and illustrate the core analytical concepts relevant to each area of analysis;
3. the relevant basic techniques for collecting and analysing data including an understanding of alternative analyses of a dataset;
4. the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code;
5. understanding of data and analyses presented by means of graphs, (including tree diagrams), tables, matrices and other diagrams, and be able to use these different types of presentation;
6. an ability to analyse authentic language, spoken and written, in a broad range of contexts and genres;

7. an ability to discuss core concepts, theoretical frameworks and analytical models from each linguistic domain.
8. an ability to apply linguistic analysis and theory in a social and historical perspective
9. an ability to relate theory to practice in an EFL/ESL classroom environment
10. knowledge of the English language in a literary perspective.

Intellectual skills:

By the end of this programme students should be able to demonstrate:-

11. an ability acquire complex information and critically engage with academic literature, including books, journals and web-based sources;
12. an understanding of the relationship between data and theory, in particular the central role of hypotheses and the testing of hypotheses;
13. an ability to determine problems in language analysis and to collect the type of data relevant to their solution;
14. an ability to construct an argument and to think independently;
15. an understanding of the relationship between social, educational and cultural issues and how these relate to such topics as the analysis of spoken and written text, sentences and clauses, vocabulary, standard and non-standard language and the processes of standardisation.

Practical skills:

By the end of this programme students should be able to demonstrate:-

16. the ability to cite evidence appropriately in line with various common conventions;
17. under supervision, the ability to plan, design and execute a substantial piece of research;
18. the ability to communicate ideas about language in writing or by oral presentation, using basic visual aids with text and graphics and use relevant IT tools;
19. the ability to undertake self-directed study and learning, with appropriate time management;
20. competency in spoken and written English in different contexts;
21. the ability to synthesise written and verbal explanations and arguments from multiple sources and to write concise and accurate summaries of such material;
22. write using the appropriate register, style and referencing.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:-

23. the capacity to be flexible and resourceful and adapt their problem-solving mindset to fit changing or unforeseen circumstances;
24. an ability to assess the merits of contrasting theories and explanations;
25. the ability to use IT skills to produce electronic documents, communicate by email, find and lodge information on the internet, search electronic databases and store the results of such searches;

26. understand and exploit the dynamics of communication;
27. an ability to work independently and in a team demonstrating initiative, self-organisation and time management;
28. their problem-solving strategies with a focus on collecting, analysing and manipulating data of diverse kinds;
29. the ability to clarify their own views on ways that sustainability can be achieved in different local and global communities and circumstances;
30. the ability to evaluate the consequences of their own actions and of collective actions;

6. Learning and Teaching Methods

A variety of teaching and learning methods within the programme is considered essential. The methods used in the classroom range from plenary lecture to discovery tasks using e.g. phonetics software. Interactive whiteboards, PowerPoint and open source web-based materials are utilised, as well as the more traditional formats of video, whiteboard and paper. There are increasing opportunities for the use of mobile phones and tablets to be used in practical session too. We also expect students to read e-books and online journals, as well as paper material .The methods glossed below are used to enable outcomes to be achieved. In reality, each timetabled session employs a range of these and there is no strictly delimited distinction.

- **Group Work**
  - Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
- **Independent learning materials / directed self-study / tasks**
  - Includes internet resources, sound and video files on LS, book and hand-out based exercises.
- **Lectures**
  - Teacher led sessions with a highly focussed content. While students are free to ask questions and interact, the content is traditionally presented in a more didactic format.
- **Seminars**
  - These are an opportunity for students to analyse data in detail and discuss it in groups or to work on a topic for a short presentation, for adding detail to a lecture, or reporting back on some data collection task.
- **Student-led presentations**
  - Students pre-prepare material on a topic and present to the group. In this programme, where used, they are not formally assessed. However, where they occur, students are assured of an exam question or essay topic based on their presentation topic to ensure the workload involved is compensated for.
- **Video viewing and analysis**
  - Students view instructional/educational videos individually or as a group.

- **Workplace observations/placements**
  - Students make notes of their observations on placements. These may be pooled in a follow up seminar/workshop, or form part of a discussion/webinar on learning space.
- **Workshops / practicals**
  - Students are set tasks in pairs or alone, often in a computer lab, that supplement the lectures/seminars.

6.1 Learning Enhancement

- **eFEST weeks**
  - eFest has been designed to include degree discipline specific workshops, employability workshops, digital workshops and academic development workshops aimed to align with the university's key strategic aims; digital scholarship, global citizenship and employability/employer engagement. The workshops are employer led, which allows students to gain an in-depth knowledge and understanding of what employers are looking for and how they can build up a portfolio of skills which are essential in today's job market.
- **Qualification opportunities**
  - Students are encouraged to pursue entry level qualifications in specific areas that will enhance their employability where available. This may include courses in British Sign Language and Makaton, European Computer Driving License, TESOL certification and so on.
- **Tutorials/meetings**
  - These are one-to-one sessions with personal development tutors or module tutors. They can either be a chance for a student or a group to ask specific questions, or for a more general discussion.

6.2 e-Learning

- **Electronic material**
  - This includes a range of internally developed Moodle learning-space based exercises, externally sourced MOOCs, e-books, and software on personal devices / PC. We have a dedicated computer room/speech lab in the department with specialised linguistic software.
  - The field of linguistics is at the fore-front of e-learning and whole disciplines have arisen using technology of various kinds, including computerised spectrographic analysis, text analysis and neurological investigations. The students have access to an array of bespoke and specially designed e-learning packages, including for phonetics, grammar, discourse and language teaching.

7.1 Glossary of Assessment Types

- **Essays and other writing assignments.**
  - These are extended writing assignments, usually written in the form of an analytical report in response to an assignment specification, essay question or title (usually ranging from 1000 to 2500 word-equivalent writing tasks, but may exceptionally be up to 5000 words).
  - They are often empirical or based on authentic language data/texts, which students are required to collect and analyse. Such assignments, therefore, often involve unique data, which discourages plagiarism and reduces the chance of collusion.
- **Examinations**
  - Students attempt these under test conditions, usually within University exam weeks, and under specified time constraints. There are three main types:
- Written exams
  - These are usually multiple question and answer tasks. Some modules may include a 'seen' component such as a text for analysis, or may be fully blind. They may ask for very short exact answers or a written answer of varying lengths. Short answers demonstrate knowledge breadth, while longer answer demonstrate depth.This also encompasses multiple choice and transcription and data analysis tasks.
- Practical exam
  - Used only in the Phonetics and Phonology module (LCSC08). This is a listening task where students identify aspects of spoken data and do a "live" transcription task.

- **Production of an academic artefact**
  - This is where the student produces an academic artefact (text, video, performance etc) that demonstrates critical thinking about the University's value base and applied to the programme of study. The theme of the artefact will be negotiated between the student and their personal development tutor.

- **Types of written assignment may include;**
  - Case study
    - A student writes a report on a single person or persons/group that they have worked with, perhaps in a clinical or educational environment.
  - Child Study
    - As for a case study, the student observes a typically developing child or a child with a language disorder and writes a report on their observations.
  - Creative work/screenplay and critical commentary.
    - In response to certain shared module assessments, the student may create a piece of text and self-evaluate it within certain critical parameters.
  - Critical Analysis or Review

- Students critically reflect on and discuss a text or texts, usually by comparing commonly taken or contrasting approaches.
- Dissertation
  - A 10,000-word assignment, which is an independent study, conducted under the supervision of an LEL tutor. LEL dissertations are usually empirical studies based on unique language data collected by the student and can be repeats of classic studies or specially designed.
- Essay
  - This is a response to set task and may include elements of discussion, analysis and data presentation.
- ISM Assignments
  - These are independent study alternatives to a module and consist of a single 5000 word essay. These may be a library based research paper, or a study. If the latter then they are subject to the same ethical considerations as the dissertation. Topics must be pre-approved by the academic staff.
- Learning agreement
  - The student develops a learning agreement based upon an analysis of learning and development needs as negotiated between tutor and student to include aims and negotiated outcomes.
- Portfolios
  - These are submitted as a single assessment containing a cumulative collection of shorter tasks of any of the above (summaries, analyses, discussions and so on).
- Proposal for Research Project
  - The student designs a project that they intend to develop into their dissertation. The proposal may consist of an overview of the field, aims, a proposed methodology and an initial literature summary and bibliography.
- Reflective Journal
  - A journal of their experiences e.g. in a placement. This is usually quite a subjective account.
- Short answer test
  - Usually a selection of terms or key issues that students are asked to complete in 100-200 words. This encourages a breadth of knowledge in key fields.
- Summaries
  - Students summarise a seminal chapter or journal article. These are shorter assignments, drawing upon higher level writing (and reading) skills, and they are usually 500 words in length and form part of a larger assessment point. One of the main benefits is that it allows students to develop the skills needed for the 'previous research' / 'literature review' sections of their dissertations.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

This programme is not designed to be a "vocational degree" with a recognised accredited qualification; however, it has vocationally focussed elements embedded within it. There are opportunities for students to pursue vocational certification in addition if they wish.

Firstly, the students all go on a multi-week nursery placement in their first year in order to get experience of young normally developing children as they start learning language. The assessment is a report of their observations and will help build confidence in their ability to be independent learners. Secondly, the students have a dedicated "Placement" or "Community project" module in their 2nd year. Students are encouraged in their first year to choose a field (or fields) they would like to experience. There are opportunities at a local language school and an AGE-UK centre as well as local businesses.

The programme is ideal for people who would like to teach English, either at secondary level or as a foreign language. As such we embed observation placements in LCSD51 TESOL. At the successful completion of this module, including six hours observation, an hour peer teaching and some time teaching real students, the student receives a (non-accredited) certificate, which details the work the student has done that is similar to a formal entry level TESOL course and which would aid the student in getting off the ground in a TEFL career in many countries. There are also opportunities to experience a placement with people who have a language disorder. There is the chance to take additional certification here too in Makaton and BSL.

10. Programme Structure

Each year builds on the skills and knowledge in the previous years of study. Thus, the first year is designed to introduce core concepts and skills, while second year applies these to practical data and the real world. The third year modules apply the specialised knowledge f0urther and fully prepare the student for their progression destinations by focussing on specific areas of interest to them and those that are central to their path. There are no module choices on this programme.

10.1 Condonable modules

In line with the student handbook, each year of study a student may have one module that they have submitted assessments for but failed to achieve a pass mark in, condoned in order to allow them to progress. However, some modules are non-condonable: these are modules that are considered so core that the student must pass them. On this programme the modules thus designated are those that include essential skills or knowledge without which a student would struggle to fully engage with their later study.

Table 1 provides the programme structure and other information such as assessment, semester of module and condonabilty.

	Module Code	Module Title	Credits	Assessment by %			Semester	C/O*	Noncondone
				Course work	Written exam	Practical exam			
Level 4	SLTC02	Phonetics & Phonology	20	0	80	20	X	C	✓
	SLTC03	Introduction to Linguistics	20	0	100	0	X	C	✓
	ELGC90	Engaging with Learning: Human Communication & Linguistics	20	100	0	0	X	C	✓
	LCSC54	Language in the Mind	20	100	0	0	A	C	
	SLTC05H	Language through the Life Course	10	100	0	0	A	C	
	LCSC53	English in the World	20	100	0	0	B	C	
	LCSC55H	Visualising Language	10	100	0	0	B	C	
Level 5	LCSD60	Child Language Acquisition	20	100	0	0	B	C	
	LCSD61	Introduction to Language Teaching	20	100	0	0	A	C	
	LCSD59	Research Methods in Social Sciences	20	100	0	0	X	C	✓
	ELGD90	Engaging with Employability: English Language & Linguistics	20	100	0	0	X	C	✓
	LCSD51	Teaching English as a Second or Other Language (TESOL)	20	100	0	0	B	C	
	LCSD58	Discourse & Communication	20	100	0	0	A	C	
Level 6	LCSH52	Language Change & the History of English	20	100	0	0	A	C	
	LCSH60	Bilingualism	20	100	0	0	A	C	
	LCSH58	Advanced Linguistic Analysis	20	100	0	0	B	C	
	LCSH55	Discourse in Practice	20	100	0	0	B	C	
	LCSHD1	Dissertation	20	100	0	0	A	C	✓
	LCSHD2	Dissertation	20	100	0	0	B	C	✓

Key: (delete any of the following not used in table)

^   For modules delivered by semester:
- A, B or C = Semester A, B or C (trimester)
- X = modules delivered across Semesters A and B

*   C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB) N/A

12. Professional Advisory Group N/A

13. Academic Progression Opportunities

One of the principle progression routes for an Human Communication & Linguistics graduate is to take post-graduate qualifications in teaching, e.g. PGCE, or in SLT or to continue study at level 7 in Linguistics, or Psychology, as well professional diplomas in areas such as counselling.

14. Employability and Career Progression Opportunities

Other than the postgraduate options stated above, this degree is aimed at people who want to work with people, especially in roles that require a high sensitivity to communication, such as occupational therapists and personal councillors, either in student support settings, adult education or with children in schools. These areas typically need post-graduate level training. We have a strong history in our top graduates gaining places on business graduate training schemes.

Typically ELL graduates may work in many areas.

- for those interested in working with people
  - teaching, adult literacy, English to foreigners (PG)
  - management and personnel
  - language therapy (PG)
  - counselling services
- for those interested in working with language
  - Media, marketing, advertising
  - writing, editing and proofing and translation etc.
  - computers and speech recognition
  - accent training / reduction and elocution

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral

support and guidance. The Student Support team offers a confidential and comprehensive service in the following areas:

- Academic Advice
- Disability and Inclusion Advice Service
- Funding Advice
- Student Counselling and Well-being
- Out of hours welfare

In addition, the University provides support with:

- Academic Skills
- Accommodation
- Employability and Career development

Student support and guidance is further promoted by the following:

- A personal development tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

16. Student Feedback Mechanisms

The student voice is an important part of the ongoing quality and programme development procedure at the university. There are three main ways in which this is achieved.

- At the end of every module, and in some cases half way through, all students have the opportunity to complete a Module Evaluation Form. These allow students to rate their experience on several criteria and also to offer comments and suggestions. These form part of the module report which informs the annual programme report.
- Secondly, each cohort of students has at least one representative who attends programme level Student-Staff Liaison Committee meetings two to three times a year. This is a forum for the students to anonymously raise issues and also for them to see how previously raised issues have been dealt with by the programme team.
- The third is the Student Executive Council, which consists of all the student representatives from across the institution. This forum allows all parties to raise issues, praise developments and ensure parity of the student experience across the institution.

17. Other Stakeholder Feedback

We encourage feedback and suggestions from the placement and observation providers and this informs the annual programme report. There are no formal procedures in place for this process; the current system is by informal communication via email between the provider manager and the programme lead. It is important in particular for the students to develop a wide range of communication skills and so the English Language school placement has a special status in this programme, as the student will be helping refugees and asylum seekers with skills building. The schools are underfunded and really appreciate the help from our students too, and the student may join the school's in house volunteer scheme for even more practical experience.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards and the Progression and Award Boards. Samples of work and all level 5 and 6 assessments and exams are moderated and approved by an external examiner to ensure parity with other institutions. Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, reports from the programme team and incorporate student feedback mechanisms as described above.

Periodically, typically every 6 years, the entire programme is reviewed internally with another external examiner present for the final presentation event. Such a periodic review is essential to maintain the quality of the provision and is also an opportunity to highlight success stories. The above feedback forms a crucial part of this procedure.

Appendix 1 Module outcomes matched to programme outcomes

Category	Outcome	SLTC03	SLTC02	LCSC54	LCSC53	LCSC05H	LCSC55H	UMJC01	UMJD01	UMJD02	LCSD60	LCSD58	LCSD51	LCSD61	LCSH60	LCSH52	LCSH55	LCSH58	LCSHD1	LCSHD2
Knowledge	1			✓	✓		✓				✓	✓	✓				✓	✓	✓	✓
	2	✓	✓	✓	✓				✓			✓	✓				✓	✓		✓
	3					✓			✓		✓	✓	✓	✓			✓			✓
	4					✓		✓	✓	✓			✓		✓		✓			
	5	✓				✓		✓	✓		✓	✓								✓
	6	✓	✓		✓						✓	✓	✓				✓		✓	✓
	7		✓	✓	✓		✓	✓			✓	✓					✓	✓	✓	✓
	8			✓	✓	✓		✓		✓						✓	✓			
	9												✓	✓	✓					
	10															✓	✓			
Intellectual skills	11			✓	✓	✓	✓	✓	✓				✓	✓			✓			✓
	12		✓			✓		✓	✓		✓	✓	✓				✓			✓
	13	✓				✓		✓	✓			✓	✓	✓			✓		✓	✓
	14			✓				✓	✓		✓	✓	✓		✓		✓		✓	
	15				✓	✓		✓	✓			✓			✓		✓		✓	
Practical skills	16			✓	✓			✓	✓		✓				✓		✓	✓	✓	✓
	17			✓	✓	✓			✓			✓							✓	✓
	18												✓	✓			✓	✓	✓	✓
	19		✓			✓			✓		✓						✓	✓	✓	✓
	20	✓	✓	✓		✓			✓		✓	✓	✓				✓			✓
	21					✓			✓						✓		✓	✓	✓	✓
	22		✓						✓		✓	✓	✓		✓		✓	✓	✓	✓
Transferable skills	23					✓			✓		✓	✓	✓							✓
	24						✓				✓		✓		✓		✓	✓	✓	✓
	25			✓	✓			✓	✓		✓	✓		✓	✓		✓	✓	✓	✓
	26					✓	✓					✓		✓	✓		✓			
	27	✓	✓	✓		✓			✓	✓							✓		✓	✓
	28								✓			✓					✓			
	29							✓	✓	✓		✓								
	30					✓		✓	✓	✓							✓			✓

Appendix 2 Level Descriptors:

University descriptors have been adapted for the specific subject

CREDIT LEVEL 4 (Certificate)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- factual and/or conceptual knowledge and understanding of key concepts and principles in Human Communication & Linguistics using appropriate terminology; - an awareness of ethical issues in Language research with an ability to discuss these in relation to personal beliefs and values.
Intellectual skills	- the ability to analyse language using various approaches; - the ability to synthesise ideas and information in a predictable and standard format; - the ability to evaluate the reliability of linguistic and numerical data using defined techniques and/or tutor guidance; - the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of issues.
Practical skills	- the ability to operate in predictable, defined contexts using a range of analysis techniques and methodologies; - the ability to act with limited autonomy, under direction or supervision, within defined guidelines.
Transferable/key skills	- the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues); - the ability to work within an appropriate ethos, using and accessing a range of learning resources; - the ability to evaluate their own strengths and weaknesses within criteria largely set by others; - responsibility for their own learning with appropriate support; - the ability to communicate effectively in a variety of formats and report practical procedures in a clear and concise manner; - the ability to apply linguistic analysis tools accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues of the discipline.

CREDIT LEVEL 5 (Intermediate /Diploma)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- detailed knowledge of major theories of in Human Communication & Linguistics and awareness of a variety of ideas, contexts and frameworks; - an awareness of wider social and environmental implications of language in the world; - an ability to debate issues in relation to more general ethical perspectives.
Intellectual skills	- the ability to analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining linguistic data and theoretical information; - the ability to reformat a range of ideas and information towards a given purpose; - the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected; - the ability to identify key elements of problems in English syntax and choose appropriate methods for their resolution in a considered manner.
Practical skills	- the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; - the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.
Transferable/key skills	- the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; - the ability to manage learning using Language analysis and other IT resources; - a professional working relationships with others; - the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; - the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies; - the ability to take responsibility for their own learning, with minimum direction; - the ability to communicate effectively and in a variety of formats appropriate to English and / or Linguistics in a clear and concise manner; - the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.

CREDIT LEVEL 6 (Honours)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- comprehensive/detailed knowledge of in Human Communication & Linguistics with areas of specialisation in depth; - an awareness of the provisional nature of knowledge; - an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.
Intellectual skills	- the ability to analyse Linguistic data and a range of usage contexts and situations without guidance, using a range of techniques; - the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision; - the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; - the ability to investigate contradictory information/identify reasons for contradictions; - confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
Practical skills	- the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques; - the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.
Transferable / key skills	- the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; - the ability to manage their own learning using full range of resources relevant to the study and application of Human Communication & Linguistics; - the ability to work professionally within the discipline; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; - the ability to seek and make use of feedback; - the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; - the ability to take responsibility for own work and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; - confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution.