Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	
1.5 FHEQ Level:	
1.6 Programme Title:	
1.7 Mode and Duration of Study:	Full Time –
	Part Time –
1.8 School:	Arts, Humanities and Social Sciences
1.9 HECoS Code:	100328 (Linguistics)
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	Q100
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details).
	International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Linguistics 01 Sep 2015
	Psychology 01 Oct 2016
	English 01 Feb 2015
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	ELGD04 Communication at Work: students arrange their own experience to suit: Placement based learning opportunities may include schools, nurseries, special schools, community projects, day centres, domiciliary care, community reablement, community facilities, business, media or legal work places.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	14/1/19
1.21 Date of Commencement:	September 2019
1.22 Review Date:	By August 2025

2. Programme Outline

The study of language is concerned with the knowledge, structure and use of language in society and considers many different contexts of language in use, both typical and disordered, standard and non-standard. The discipline involves the study of the human capacity for language in all its expressions (spoken, signed and written). As language appears to be a uniquely human attribute, questions of what we know when we know a language, how we acquire linguistic knowledge and how we use it in language production and comprehension raises fundamental questions about human cognition and behaviour.

This degree takes a broad academic-based curriculum with integrated practical and professional experience and perspectives, to give our students a unique insight into how language works in the mind and in society. We draw on modules and expertise in Psychology and Speech and Language Therapy to enhance the core sociolinguistics embedded in the core programme.

The following paragraph is adapted from the QAA subject benchmark statement for Linguistics (2015, pp 6-7): "Language enters into almost every area of human activity, and therefore the scope of linguistic inquiry can be extremely broad. Applications of linguistic research occur in almost any area where language is a practical concern. A sample of these areas might include, but is by no means restricted to:
- language structure and use at all linguistic levels and a range of domains
- analysing large databases of spoken, signed or written language (corpora)
- lexicology (vocabulary and the structure of the lexicon)
- language variation and change
- language and creative texts
- cross-linguistic analysis and translation
- language and speech processing in information technology
- the interpretation of linguistic evidence, forensic analysis of language in legal contexts
- the study of first and second language acquisition, including bilingualism
- the study of linguistic impairments, including aphasia or speech disorders and autistic spectrum disorders, and therapeutic intervention in such disorders
- the study of communication between people and groups of people with different sociological, cultural and ethnic backgrounds

2.1 Integrating Sustainability into the Curriculum

The programme fully supports the Marjon Values statement and encourages the student to consider their place in the world and to engage with reflective practices that lead to a considerate action with respect to others and to the environmental impact of their actions. Students have multiple opportunities to consider, reflect on and enhance sustainability. We encourage use of e-resources for learning, assignments and notetaking etc, to save on paper, and we arrange the teaching schedule wherever possible to reduce travel needs. Taught sessions are integrated to cover issues such as persuasion (e.g. the pro- and anti- environmentalist lobby propaganda). We also embed the notion of linguistic and cultural sustainability, such that the student should value diversity, not just of the physical world, but also of the mental, linguistic and cultural worlds of the people who inhabit it.

3. Distinctive Features

Plymouth Marjon University is in the unique position of having degrees in Speech and Language Therapy, English and Psychology that all have modules on language as an integrated element of

their own design. This allows us to share content in a unique way. Not only do we share modules with other programmes, we also utilise specialist lecturers on our own modules, including the integration of research-active staff in research methods modules and qualified practitioners in work-based/experiential modules. Staff are actively researching in a range of related areas including pragmatics, language and cognition, speech and language disorders, dementia, children's speech disorders and voice. Staff research activity directly informs our teaching and offers opportunities for student-staff collaboration on projects. As a result of the high number of staff qualified in various specialisms, we have many links to local health, education and business organisations, where students may find experiential learning opportunities and who can also be used for specialist teaching sessions to enhance the teaching on the programme, particularly in the communication modules.

4. Programme Aims

The programme aims to help students develop such that they are able to fulfil their full potential in their chosen career pathway and to encourage them to develop the highly desirable and marketable skills of resilience, resourcefulness and flexibility. As a part of taking this degree, the aims are for graduates to develop:

1. the ability to work effectively as part of a team, and individually, in a professional and conscientious manner
2. a love of learning and a desire to help others learn
3. the ability to synthesise and reflect on varied and complex topics
4. the ability to reflect on and evaluate their own professional practice
5. good practical and analytic skills at all linguistic levels
6. an appreciation and understanding of research and how it applies to professional and everyday contexts

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. knowledge of fundamental analytical concepts and methods of enquiry used in the subject area.
2. the ability to take a systematic approach to the identification, description and analysis of a range of language phenomena.
3. the ability to ask theoretically and empirically motivated questions about language structure and use.
4. the ability to synthesise and evaluate cross-discipline material and reflect on how this enhances understanding of topics in linguistics.

Intellectual skills:

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

5. the ability to formulate generalisations and to construct and test hypotheses.
6. the ability to critically evaluate alternative analyses of a given set of data.
7. the ability to critically evaluate alternative and contrasting theories and approaches to a range of language and communication topics.
8. clear understanding of what constitutes sound evidence and explanation in a range of language and communication topics.

Practical skills:

By the end of this programme students should be able to demonstrate:
9. the ability to present linguistic data and analysis using the appropriate formalisms and conventions.
10. the ability to apply the basic techniques for collecting/eliciting, transcribing, analysing and presenting linguistic and/or sociolinguistic research data.
11. the ability to apply an understanding of how language works to principles of learning, teaching and improving language and communication skills in a variety of contexts.
12. practical abilities in the design, organisation and presentation of workshops, presentations and/or peer learning and teaching opportunities and/or in the creation of artefacts.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:
13. effective written and verbal communication skills in a range of formats and media.
14. the ability to reflect on and evaluate their own professional practice, including working with others to negotiate and achieve common goals, and engaging with stakeholders in a constructive and respectful manner.
15. the ability to form and test hypotheses by designing research projects.
16. the ability to independently design, plan, execute, write up and present a substantial piece of work on a language / communication topic of their choice.

6. Learning and Teaching Methods

Method	Description
Blended learning	Content and materials are part delivered through digital and online media; part delivered through face to face interaction.
Critical reflection	Students think about and report on the impact of their activity on themselves and others.
Field trips	Off-campus opportunities in the form of placements or events.
Flipped classroom	The conventional notion of classroom-based learning is inverted, so that students pre-prepare and are ready to engage with the material prior to the session.
Independent study	Student led study tasks that use a range of resources including on-line study tools.
Lecture	Verbal delivery of information to students can be face to face or via web 2.0 tools.
Online/electronic material/VLE	Students access internet-based support activities and materials as an integral part of their study. This is especially useful in dissertations when, for example, students need to access journals extensively.
Placement	A period of experiential learning in a workplace setting under local supervision with specific pre-agreed aims and objectives.
Practical	As workshop but more independent and where the student might create their own task.
Self-directed and direct learning	The student researches materials or the lecturer guides student towards appropriate materials, study activities and reading; responsibility for acquisition and assimilation remains with the individual student.

Seminar	Typically, small groups of students learning through discussion or highly focused practical tasks.
Student led session	Student design, create and deliver the session material to their peers.
Tutorial	Small group or individual session facilitated by a tutor.
Workshop	Learning which is normally delivered via a practical activity in which students undertake tasks under guidance.

6.1 Learning Enhancement

6.2 e-Learning

Many modules will utilise a blended learning approach, where e-learning activities support the face-to-face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge. E-learning and digital literacy development is a core tenet of the learning experience and there are both specially developed and publicly available materials that are integrated in the degree, including exercises, mobile apps, MOOCS and software for analysing speech and for corpus linguistics. All sessions are recorded where possible, so the student can revisit session material.

7. Modes of Assessment

Method	Description
Artefact	The student designs and produces something tangible as part of a project. This can physical or electronic.
Aural exam	Phonetic transcription test. A transcription of speech data; may be live or from audio.
Case Study	A detailed case report based on data collected in a research project or work placement.
Critical review	Students critically reflect on and discuss a text or texts, usually by comparing commonly taken or contrasting approaches.
Data Analysis	The analysis of provided or selected data from a specified perspective.
Dissertation	A substantial and original written assignment (flexible design from a minimum of 6,000 words plus additional content to a maximum of 10,000-word equivalent), which is an independent study, conducted under the supervision of a tutor. May include case studies, material development, or library-based discussions. The additional content on a shorter word count may include the presentation of the dissertation as a set of materials, teaching and learning artefact development, audio or video material and so on.
Essay /coursework	Pieces of original continuous writing that enable students to provide evidence of critical thinking, depth of learning and originality appropriate to the level of the student's study. Students will be expected to use an appropriate structure and to refer to appropriate sources.
Examination / short examination	A seen or unseen set of questions answered under time constrained and test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple-choice questions. Exams may by paper- based or through on-line exam papers.
Portfolio	Work assembled by the student over the course of the period of study to include professional portfolios and detailed reflective case reports.
Poster presentation	A visual representation of data, critical review of literature or research findings (may be accompanied by a short verbal presentation).

Presentation	A talk or discursive interview on a specified topic. These may be individual or group.
Proposal for Research Project	An outline for a project for the above dissertation. The submission is based on the University's ethics form.
Reflective report	Students reflect on the processes of research/placement/project work that they have carried out.
Short Developmental Project	Based on the needs analysis in the learning agreement above, the student carries out a project, typically ending in a presentation. The grade arises from the quality of the product and could physical, electronic or a full written submission, but will contain a reflection as a substantial part.
Workshop Materials and / or Delivery	Student devise, create materials for, plan and deliver a teaching session on a topic.
Written Assignment	A submission that requires a wider range of skills and has a broader scope than a traditional essay. May include the collection and presentation of

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The programme has many vocationally focussed elements embedded within it. The programme is ideal for people who would like to work in schools with a special language needs focus. We therefore offer opportunities to experience a placement with people who have a language disorder and have contacts with keen local specialist schools. All students that engage in work-based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement and its associated assessment. Students negotiate their placement aims with the host organisation and their University Placement Advisor. All placements adhere to the University Policy on Placement Learning.

Many of the students choose to take this degree because of their interest in speech and language therapy (SLT) or special educational needs (SEN) and while we do not offer additional professional qualifications, many of our students go on to take postgraduate study either here at Plymouth Marjon University or elsewhere. The WBL opportunities are oriented to assist with the development of such a career track. For example, the students have a multi-week nursery placement in their first year, organised by the programme team. This provides experience of young, normally developing children as they start learning language. The placement is an observation opportunity only and does not require Disclosure and Barring Service (DBS) certification. It is not attached to an assessment.

Our approach to WBL in their second year module is that the student should decide what they should do and what they need to learn; we then help them tailor their own WBL to their own unique needs, skills and development. The assessment is a reflection of this process, or the creation of a project. Such an approach embeds many skills such as job searching and self-efficacy. Typical placements are:
- Nursery
- Nursing/care home
- Special needs school
- Marketing department

- Shadowing a professional / SLT / ELT teacher
- Refugee skills support
- Charity/volunteering

Alternatively, some students take an opportunity to learn and gain additional certification in Makaton and British Sign Language, or to carry out a project. One idea is to create language learning materials. Another would be to create a 'Cornish Corner' in a local town museum, for example. The options are limited only by the students' imagination and desire to achieve.As a critical part of developing the students' orientation towards their careers, visiting lecturers are encouraged to feed into the employability aspects of the programme. It is a valuable opportunity when we have guests for them to talk about their career and how they have 'arrived' and also their planned trajectory. This is particularly the case with people in research posts, education and health services. There are also many careers fairs and opportunities for the students to talk with local employers as well as the on-campus 'Futures' team and events.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTC03	Introduction to Linguistics	20	100% Exam	Semester X	Compulsory	Condonable
SLTC02	Phonetics and Phonology	20	100% Exam	Semester X	Compulsory	Condonable
SLTC05H	Language and the Life-course	10	100% Coursework	Semester A	Compulsory	Condonable
SLSC02	Human Communication	20	100% Coursework	Semester B	Compulsory	Condonable
SLSC01	Developing Skills for Life	20	100% Coursework	Semester A	Compulsory	Condonable
SLSC03H	Beyond words	10	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
SLSC04	Introduction to Speech Sciences	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLSD01	Language in the Mind	20	100% Coursework	Semester A	Optional	Condonable
SLSD02	Diversity in English	20	100% Coursework	Semester B	Optional	Condonable
SLTD04	Clinical Linguistics	20	100% Exam	Semester A	Optional	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SLSD03	Language in (Inter)action	20	100% Coursework	Semester A	Compulsory	Condonable
PYCD01	Language and Memory	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
LCSD59	Research Methods in Social Sciences	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
SLSD04	Communication at Work (placement/project)	20	100% Coursework	Semester X	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SLSH01	Language Acquisition and Disorders	20	100% Coursework	Semester A	Compulsory	Condonable
SLSH02	Power and Persuasion	20	100% Coursework	Semester A	Optional	Condonable
PYCH01	Neuropsychology	20	60% Coursework 40% Exam	Semester A	Optional	Condonable
SLSH03	Mind, Metaphor and Meaning	20	100% Coursework	Semester B	Compulsory	Condonable
SLSH04	Speech and Language Disorders	20	100% Coursework	Semester B	Compulsory	Condonable
SLSHD1	Dissertation	40	100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SLTC03	Introduction to Linguistics	20	100% Exam	Semester X	Compulsory	Condonable
SLTC05H	Language and the Life-course	10	100% Coursework	Semester A	Compulsory	Condonable
SLSC01	Developing Skills for Life	20	100% Coursework	Semester A	Compulsory	Condonable
SLSC03H	Beyond words	10	50% Coursework 50% Practical	Semester A	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTC02	Phonetics and Phonology	20	100% Exam	Semester X	Compulsory	Condonable
SLSC02	Human Communication	20	100% Coursework	Semester B	Compulsory	Condonable
SLSC04	Introduction to Speech Sciences	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLSD02	Diversity in English	20	100% Coursework	Semester B	Optional	Condonable
SLTD04	Clinical Linguistics	20	100% Exam	Semester A	Optional	Condonable
SLSD03	Language in (Inter)action	20	100% Coursework	Semester A	Compulsory	Condonable
SLSD04	Communication at Work (placement/ project)	20	100% Coursework	Semester X	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLSD01	Language in the Mind	20	100% Coursework	Semester A	Optional	Condonable
PYCD01	Language and Memory	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
LCSD59	Research Methods in Social Sciences	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLSH01	Language Acquisition and Disorders	20	100% Coursework	Semester A	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SLSH03	Mind, Metaphor and Meaning	20	100% Coursework	Semester B	Compulsory	Condonable
SLSH04	Speech and Language Disorders	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SLSH02	Power and Persuasion	20	100% Coursework	Semester A	Optional	Condonable
PYCH01	Neuropsychology	20	60% Coursework 40% Exam	Semester A	Optional	Condonable
SLSHD1	Dissertation	40	100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

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

N/A

12. Professional Advisory Group

There are field-specific PAGs in the general field of English Language and Linguistics. For keeping up to date with developments in the field and accessing job and career opportunities we use the British Association of Applied Linguistics, the English Language Advisory Group of the British Council and the Linguist List web-based system. These are academic as well as professional development organisations. While they are not accredited members, students may also access material from the websites in the related fields served by British Psychological Society and their local SLT Clinical and Professional Leads Group. Overall, these organisations cover the areas that student generally move into and will require further advice on careers and professional development opportunities.

13. Academic Progression Opportunities

One of the principle progression routes for an English Language and Communication graduate is to take a postgraduate speech and language therapy (SLT) qualification or to take their language disorder knowledge into special needs education. There are many institutions that offer diplomas or an MSc in SLT. There are many PGCE postgraduate courses available, including at Plymouth Marjon University. There are also institutions that offer purely academic postgraduate opportunities in English Language/Linguistics and previous students have successfully studied Psychology, Occupational Therapy, Counselling and TESOL at level 7.

14. Employability and Career Progression Opportunities

Other than the postgraduate options stated above, this degree is aimed at students 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 require postgraduate level training.

- Special needs in Education
- Primary/Secondary Schools
- Speech and Language Therapy (SLT) - to be an SLT practitioner or teacher requires a post-graduate qualification
- English Language Teaching (TESOL)
- Language diagnostics
- Social /disability care
- Counselling
- Management Training

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 the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- 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 programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.
Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

- Halfway and end of semester module evaluation
- National Student Survey (NSS)
- Regular Staff Student Liaison Committee meetings
- Student Experience Council
- Discussion with personal development tutor or programme lead
- Informal feedback discussions during taught sessions

17. Other Stakeholder Feedback

Consultations with previous providers of placement experiences has proved invaluable in the development of the system we use. The students are independently organised to increase the development of professional self-efficacy. Their goals for the WBL experience are negotiated via the module leader and agreed by the student with the provider. As a non-vocational programme, the areas the students can chose are diverse, but limited by availability. We expect a short report from the level 5 WBL supplier if the student takes the work experience option.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.