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**Programme Specification**

**Title of Course: BA (Hons) English Language and Linguistics**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Course Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) English Language and Linguistics |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

English Language and Linguistics at Kingston focuses on the way English as a language works in the real world, in different everyday contexts and within and across discourse and cultural communities.  The course is designed to develop students’ ability to analyse language in today’s world by drawing on a broad range of linguistics sub-disciplines. Students learn how to: analyse spoken language for factors that correlate with identity and written texts for style and meaning; understand how individuals acquire their first language and learn a second; explore a broad range of discourse types such as media communication and literary texts for patterns of language. English Language and Linguistics is available as a major, half, or minor field in combination with English Literature, Creative Writing, Criminology or Publishing.

Modules in the first year of study (Level 4) provide an introduction and foundation for the key areas and concerns in the study of language. Students are introduced to the general principles, theories and frameworks of linguistic enquiry. Modules in the second year of study (Level 5) place emphasis on researching spoken language in context, using appropriate and ethical methods for addressing hypotheses and research questions from a range of analytic perspectives, as well as exploring a range of fictional and factual texts for style and meaning. It is at this point that students explore how language is acquired and developed as first and second languages. In their final-year of study (Level 6) students can choose to focus on areas of language that are of specific interest, and design their own, independent research, either through a special study topic and/or a dissertation. Students at this level will be able to reflect on the relationship between subject-specific knowledge and skills, and the competencies they need to develop to enter the world of employment. Throughout the programme, students will develop transferable skills in critical thinking and analysis, problem solving, writing to a brief, as well as communicating ideas effectively both orally and in writing. At Level 5, for instance, in *Language and Society* students learn to formulate research questions and hypotheses and plan and reflect on undertaking a project, while *Style and Meaning* provides students with an understanding of how meaning is produced in specific utterances, interactions and how and written texts are created to create specific effects, providing insights into communicating with different audiences. The module *Language and Cognition* orients students to consider issues and methods for the learning and teaching of languages. In addition, students have the opportunity to study languages during their programme and to study abroad in their second year at partner institutions in Europe, the United States, and Australia.

At level 6 students can develop independent and extended pieces of work, which require reflection and planning in the Dissertation and Special Studies modules, and also develop their employability skills in the module *Professional Communication Skills*. For instance, students have the opportunity to undertake a workplace option and are then required to reflect on the experience, while other tasks such as copywriting and editing skills and writing to a brief draw on both theoretical and creative frameworks and provide important employability skills. The module also offers workshops on CV writing, coaching and planning for employment, and sessions on specific vocational careers.

Members of the English Language and Linguistics teaching team are active, published researchers and internationally recognised in their sub-fields in linguistics. This ensures the vitality, currency and high standard of our curriculum and commitment to research-led and informed teaching as modules are devised and taught from areas of expertise, including the special study modules (in narrative, pragmatic meaning, and language processing) and supervision of dissertation projects.

1. **Aims of the Programme**

The general aims of the field are to enable students with a wide variety of abilities and backgrounds to develop the skills and knowledge needed to:

* understand how language works as a system
* understand the systems of meaning in communication
* explore the complex relationships between language, discourse and society
* investigate the relationships between language and culture and develop intercultural awareness and understanding
* understand major theories of first and second language acquisition and relate this knowledge to questions of language learning and teaching
* understand how style and meaning is created and interpreted in a range of spoken and written texts

In addition to these field-specific aims, the general aims are to:

* provide a supportive environment in which students are encouraged to think critically and take increasing responsibility for their learning and intellectual development
* prepare students for graduate employment, research, further study and lifelong learning by developing their personal, intellectual, problem solving, practical and key (transferable) skills

Additional Aims of the Major Field are to:

* extend students’ depth and breadth of knowledge of analytical concepts in linguistics, underpinned by study and research skills development from a greater immersion in the discipline.

There is a quantitative rather than qualitative difference between what is offered to Major, Half and Minor Field students. Major students may benefit from fuller breadth and depth of their programme and greater immersion in the discipline than Half and Minor Field students. Students who choose the Minor Field receive a grounding in core analytical concepts in linguistics, underpinned by study and research skills development fostered in the core modules of the programme. Those taking the Half Field option have increased opportunities to deepen their knowledge and understanding of areas of particular interest to them, together with the opportunity to develop a wider range of research and practical skills.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in this programme of study. The programme outcomes are referenced to the QAA Subject Benchmark Statement for English (2015) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will**  **be able to:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Demonstrate a comprehensive knowledge and understanding of analytical concepts and methods of enquiry in the field of English Language and Linguistics | B1 | Show a capacity to demonstrate an understanding of the relationship between data and theory, in particular the central role of hypotheses and the testing of hypotheses and to exploit the understanding in the analysis of data | C1 | With minimum supervision, plan, design and execute a piece of research or an inquiry, either as a member of a group or independently |
| A2 | Recognise and exemplify an understanding of the need for a systematic approach to linguistic phenomena and how theory helps to organise understanding | B2 | Demonstrate an understanding of language-related issues and problems and an ability to determine relevant data for collection | C2 | Engage in scholarly debate, effectively communicate ideas about language in writing or by oral presentation using appropriate aids, and on the basis of advanced literacy skills independently to create complex written documents as required by industry and commerce, the public services and the world of education |
| A3 | Show an understanding of the relevance of theories and research in other cognate disciplines | B3 | Show an ability to follow and develop coherent arguments, recognise and give a critique of flaws in arguments | C3 | Search out information from a variety of sources and produce a succinct, coherent and persuasive synthesis with appropriate acknowledgements and lists of sources |
| A4 | Illustrate knowledge of and a familiarity with the basic techniques for collecting linguistic data, including the creation and exploitation of databases, elicitation tasks, introspection, transcription, experiments and questionnaires | B4 | Cite evidence appropriately and seek out and deploy relevant data for the solution of analytical problems | C4 | Present a focused, directed and clear discussion based on information collected from various sources and synthesised into a coherent and cohesive whole |
| A5 | Demonstrate an understanding of and appreciation for ethical issues involved in the collection and use of data from informants | B5 | Display an understanding, and engage in critical discussion of, the relationship between social, educational and cultural issues in the analysis of spoken and written text, the analysis of sentences, clauses and utterances, the analysis of vocabulary, the study of standard and non-standard varieties and the process of standardisation, the analysis of interaction, the analysis of media texts and the investigation of literary practices | C5 | Use IT skills to communicate by email, find and lodge information on the Internet, to effectively search electronic databases and store the results, to produce well-organised electronic documents |
| A6 | Identify the reasons for, and the criteria for evaluating alternative analyses of a given set of data | B6 | Demonstrate a critical understandingof their own communicative practices, and those that differ from their own | C6 | Independently interpret, evaluate and exploit information presented in the form of diagrams, tables and graphs and to write competent reports on the information |
| A7 | Show how to use and present linguistic data and analyses by means of graphs, tables, matrices and other diagrams |  |  | C7 | Independently undertake successful self-directed study and learning, with appropriate time management |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The typical entry qualifications for the programme are:

112–128 points **depending on combination**, to include two A-levels or equivalent, with English Language / Literature / related subject (32 points required). General Studies / Native Language accepted when one of three A-levels or equivalent.

Plus GCSE: English grade A\*–C (or comparable numeric score under the newly reformed GCSE gradings) required.

BTEC and Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.

Academic IELTS of 6.5 overall, with no element below 5.5, or equivalent, is required for those for whom English is not their first language.

**Further requirements for specific combinations**

* Creative Writing: 120 points including 32 points at A-level in English Literature, Literature and Language, Drama and Theatre Studies or a related subject.
* Criminology: 120 points.
* English Literature: 120 points at A-level in English Literature / Language or a related subject, grade B required.

1. **Programme Structure**

This programme is offered in full-time and part-time mode, and is available as a half field, major and minor field of study. This programme leads to an award in the following forms:

* BA (Hons) English Language and Linguistics with X
* BA (Hons) English Language and Linguistics and X
* BA (Hons) X with English Language and Linguistics
* BA (Hons) X and English Language and Linguistics

Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules, but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. The level 6 module Communication Matters offers a workplace option as part of the assessment.

**E3. Outline Programme Structure**

Each module on the programme is worth 30 credit points and Levels are increasingly challenging as a student progresses through the field. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4 (all core)** | | | | |
| **CORE** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Introduction to Language | EN4003 | 30 | 4 | TB1 & TB2 |
| Introduction to Communication | EN4002 | 30 | 4 | TB1 & TB2 |

All Major, Half and Minor field students must take the core module EN4003 and EN4002 modules.

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above, which could be drawn from either the English Language and Linguistics modules or the modules from the relevant major, half, minor fields. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in English Language and Linguistics.

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| **Level 5** | | | | |
| **Options** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Language and Society | EN5004 | 30 | 5 | TB1 & TB2 |
| Language and Cognition | EN5005 | 30 | 5 | TB1 & TB2 |
| Style and Meaning | EN5006 | 30 | 5 | TB1 & TB2 |

Major field students must take any three modules; half field students must take two modules; and minor field students must take one module from the above list.

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above, which could be drawn from either the English Language and Linguistics modules or the modules from the relevant major, half, minor fields. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in English Language and Linguistics.

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| **Level 6** | | | | |
| **GROUP A** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| English Language: Dissertation Project | EN6001 | 30 | 6 | TB1 &TB2 |
| **GROUP B** | | | | |
| Professional Communication Skills | EN6013 | 30 | 6 | TB1 &TB2 |
| **GROUP C\*** | | | | |
| Special study:  Discourse and Social Media | EN6009 | 30 | 6 | TB1 &TB2 |
| Special study: Language Processing | EN6012 | 30 | 6 | TB1 &TB2 |

Major field students must take Group A module EN6001 AND Group B EN6011 and one Group C module.

Half field students must take **any two** modules from Group B and C.

Minor field students must take **any one** module from Group B or C.

Level 6 requires the completion of 90 credits for major field students, 60 credits for half-field students and 30 credits for minor field students.

NOTES:

\*Please note that all Group C modules (special studies) have limited availability and are subject to change.

1. **Principles of Teaching Learning and Assessment**

This field has been designed to take into account the KU Curriculum Design Principles and offers coherence and progression at each Level. The design of the learning and teaching experience for students is based upon the overarching aim to engage students with the study of English language and linguistics in context that are specified in the learning outcomes of each module.

In general, the course aims to:

* foster a positive, student-centered learning environment
* incorporate the process and outcomes of relevant research, scholarship and professional practice within teaching
* focus on the development of critical thinking skills, where critical thinking is made explicit within the curriculum and assessment strategies;
* deliver an embedded approach to assessment that promotes learning; designing and delivering assignments primarily to support student learning, with the intention of developing students’ own skills in evaluating and improving their performance;
* make use of peer and self-assessment and feedback in practical activities to deepen students’ learning and promote the development of professional skills.

Further aims of the programme is to incorporate students’ experiences of language use and learning in a diverse and multicultural context, so students are encouraged to:

* draw on their own experiences of language use in everyday contexts and discourse communities
* engage with different learning and assessment strategies as they progress through the levels
* develop independent learning skills and an ability to self-reflect to monitor progress.

The first year experience is particularly important in providing a strong foundation in study skills delivered through the two first year modules, *Introduction to Language* (EN4003) and *Introduction to Communication* module (EN4002). Both modules are taught through a combination of keynote lectures, in which the tutor introduces key theories, concepts and frameworks, where students explore concepts and theoretical frameworks through group discussion and analysis of language samples. In seminars following on from the lectures, students are able to consolidate their understanding of topics in activities where they receive feed-forward formative feedback. Furthermore, in the context of study groups, students are encouraged to read and consider topics for discussion with opportunities for reflection on their progress and formative peer-assessment. At level 4, presentation plus interactive practice in seminars and workshops - through short exercises involving the analysis of authentic spoken data or fictional written genres, personal responses to a problem or issue, and discussion of mini-case studies, for example - encourages critical thinking and confidence in undertaking assessments. Moreover, seminars provide smaller settings for activities that provide a supportive learning environment through the promotion of active participation in discussion, group oral presentations based on individual research, and formative feedback from tutors and peers. The Faculty’s Centre for Academic Skills and Employability (CASE) provides additional support through a system of referrals and drop-ins. At Level 4 the Personal Tutorial Scheme where all students are allocated a tutor from their programme of study, provides additional support to students in their transition to Higher Education, while small seminars groups that are timetabled in that first academic year provide further a collaborative environment to discuss individual and group progress. Throughout their studies, students have access to the Virtual Learning Environment (VLE) called Canvas, which provides additional support and materials to encourage greater independent learning.

As students move on from introductory level work to Level 5, there is an increasing emphasis on independent learning and research. Level 5 students can take *Language and Society* (EN5004), delivered in a series of interactive lectures and seminars, which include tutor-led and student-led presentations, supported by practical-based exercises and activities. Students majoring in English Language and Linguistics will be taught theories of first language acquisition and second language learning in the module *Language and Cognition* (EN5005) and will also take the module *Style and Meaning* (EN5006) which explores style and meaning in a range of spoken and written texts (including literary and factual texts) that draw on the sub-disciplines of stylistics and pragmatics. Half-field students will be able to choose from the two aforementioned modules, while minor students take only one module. At Level 5, teaching strategies aim to help students progress from an introductory and descriptive understanding of language to a more critical appreciation of the issues relating to researching the complex relationship between language, style and use in a range of contexts. Students also have the opportunity to study abroad with a choice of partner universities that offer similar courses to continue their studies.

At Level 6, students are able to extend and deepen their knowledge and understanding of specific topics by studying areas of English Language and Linguistics that is of interest to them and reflect the research and teaching expertise of the teaching team. At this level students are able to synthesise their learning from the previous two year and demonstrate their research skills across modules in the year. For example, major students can choose their own topic under the guidance and supervision of a subject expert to design their own research in the *Dissertation*. In this module they produce a substantial piece of independent writing where a poster presentations of their ideas provides formative and peer group feedback. Major students can also take a Special Study, where they can focus on a sub-field of linguistics such as pragmatics and narratology to produce both creative and theoretical coursework in small-group teaching and independent study. Finally, at Level 6, major students take *Professional Communication Skills,* the programme’s employability skills module, where they can experience and learn skills such as writing to a brief and copy editing, which they will be assessed in, while extending their understanding of communicating in context. There is also an option to undertake a work placement and reflect on that experience, while input from the Careers and Employability Services team provides additional support and information on the transition to the word of work.

In designing course content and assessment strategies, there is a balance between formative and summative assessment at each Level. At Level 4, for example, the emphasis is on regular, and often small pieces of formative assessments in the form of, for example, self and peer marked exercises and whole-group tutor feedback. At Level 5 feedback is provided in in-class activities and one-to-one tutorials on students’ work in progress as well as additional reading group workshops that feed-forward to the main piece of assessment. At Level 6 formative feedback is given in small group classes (in the Dissertation and Special Studies workshops) as well as the one-to-one supervision and tutorials o support students in developing and drafting ideas. The diverse range of assessment strategies for the field is carefully designed to suit the content and learning outcomes of each module, as well as provide coherence throughout the field as a whole. The emphasis on variety of method within and across Levels also enables the students to demonstrate their growing knowledge, understanding and skills as they progress through their degree programme. Constructive formative feedback or feed-forward feedback allows students to reflect on their assessment and consider how they can progress in their studies in preparation for their summative assessment. The summative feedback provides detailed commentary against specific assessment criteria to enable students to identify and improve areas to work on as they transition through their programme.

One of the strengths of the Field, noted by the external examiner, is the range and innovative nature of assessment methods used and the constructive feedback provided by tutors. The assessment schedule offers students the opportunity to demonstrate their particular strengths and skills in specific areas, while constructive and on-going feedback is a feature of the field’s curriculum and assessment design.

1. **Support for Students and their Learning**

Additional support to all students is provided in tutor Office Hours (two hours per week). Although the times are fixed, tutors can be flexible as to student availability, particularly if the office hours clash with classes or personal commitments. For additional help with academic writing and oral skills, students at all levels are encouraged to attend the School of Humanities’ Writing and Oral Skills Series and to make use of the Faculty’s Centre for Academic Skills and Employability (CASE).

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services team who will provide support for students prior to undertaking work placement(s).

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The English Language and Linguistics course is designed to foster a range of (transferrable) skills desirable to employers, such as advanced literacy and communication skills, critical thinking, organisational skills, intercultural awareness and the ability to work independently and collaboratively with others in a team.

Graduates of the English Language and Linguistics course have many career opportunities in a wide range of fields including: public relations, publishing, journalism, advocacy and campaigning, copy writing, advertising and marketing, management, the legal professions, administration, business and training. A number of students go on to take postgraduate courses in, for example, (Applied) Linguistics, Speech Therapy, Translation, Publishing, Journalism and graduate teacher training.

1. **Approved Variants from the Undergraduate Regulations**

There are no variants to the Undergraduate Regulations

1. **Other sources of information that you may wish to consult**

* The Quality Assurance Agency benchmark statement for English Language (2015) is the main reference point and informs our thinking and planning in all aspects of the degree.
* The *Kingston Writing School*, home to courses in Creative Writing, English Language and Linguistics, English Literature, Journalism and Publishing. Web reference: <http://fass.kingston.ac.uk/writing/>.
* The Subject Centre for Languages, Linguistics and Area Studies is a key point of reference, providing a variety of relevant resources. These include conferences and reports; research papers, a materials bank for teaching staff, a good practice guide, the provision of various on-line resources and contacts; and a range of projects and initiatives relating to the subject.
* Web reference:
* [https://www.llas.ac.uk/](https://www.llas.ac.uk/  )
* The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework.

All of the procedures associated with the field comply with the UK Quality Code for Higher Education.

The Field, in accordance with the University, is SENDA compliant. The Field is also, in line with University policy, moving towards the introduction of Personal Development Plans.

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  | | **LEVEL 4** | | **LEVEL 5** | | | **LEVEL 6** | | | |
|  | **Module Code** | | **EN4003** | **EN4002** | **EN5004** | **EN5005** | **EN5006** | **EN6001** | **EN6013** | **EN6012** | **EN6009** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  |  | S | S | S | S | S | S | S |
| A2 | S | S | S | S | S | S | S | S | S |
| A3 |  |  |  |  |  | S | S | S | S |
| A4 |  |  | S | S | S | S |  | S | S |
| A5 |  |  | S | S |  | S |  | S | S |
| A6 |  |  | S |  |  |  |  |  |  |
| A7 |  |  | S |  |  | S | S | S | S |
| **Intellectual Skills** | B1 |  |  | S |  |  | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S |
| B3 | S | S |  | S | S | S | S | S | S |
| B4 | S | S | S | S | S | S | S | S | S |
| B5 |  | S | S |  | S | S | S | S | S |
| B6 | S |  | S | S | S | S | S | S | S |
| **Subject Practical Skills** | C1 |  |  | S | S | S |  | S |  |  |
| C2 | S | S | S | S | S |  | S |  |  |
| C3 | S | S | S | S | S | S | S | S | S |
| C4 | S | S | S | S | S | S | S | S | S |
| C5 |  | S |  |  |  |  |  |  |  |
| C6 |  |  | S | S |  | S | S | S | S |
| C7 | S | S | S | S | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BA Joint (Hons) English Language and Linguistics |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | 3 years full-time, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 12 year part-time |
| **FHEQ Level for the Final Award:** | Joint Honours |
| **QAA Subject Benchmark:** | English |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | Q310 |
| **Course/Route Code:** |  |