

Programme Specification

Professional Doctorate Applied Linguistics (DAppLing)

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Languages and Linguistics
<i>Entry from academic year:</i>	2020-21
<i>in the month(s) of:</i>	January
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Postgraduate Certificate Applied Linguistics Postgraduate Diploma Applied Linguistics Master of Philosophy Applied Linguistics
<i>UCAS code / GTTR / other:</i>	Not applicable
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	Not applicable
<i>Mode/s of study:</i>	Non-standard period of study as follows: <ul style="list-style-type: none">• Part-time normally 4 years
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Placement year opportunity:</i>	No

Introduction and special features

Professional Doctorate (PD) programmes have been developed in the UK since 1989 because traditional PhDs were not always fulfilling the needs of industry, commerce or the public sector. In particular they have been seen as a means of meeting the needs of professionals working in a range of fields where work-based learning is commonplace in undergraduate or postgraduate taught programmes. People who work in language and communication-focused contexts frequently use professional doctorates as a means of enabling their continuing professional development by giving them the opportunity to tackle a doctoral-level research project that is directly applicable to their professional practice.

This programme consists of a two-stage process that includes significant teaching and cohort learning in Stage 1 and an individually-based research project in Stage 2. This sort of structure is ideal for professionals who may be entering into research without necessarily having had recent experience of particular academic disciplines and university environments.

Key features of this programme are the way it brings professionals from different areas together, the concentration of residential periods to help part-time students living away from the University (the cost of which is covered by the tuition fees), and the flexible length of the thesis stage, which caters for the different contexts of working professionals. Unlike some DAppLing and EdD programmes you will be studying at doctoral level from the start of the programme and mixing with students and staff who bring a wealth of experience from a range of different professions.

There are four different professional doctorate awards at YSJU: Professional Doctorate in Applied Linguistics (DAppLing); Professional Doctorate Education (EdD), Professional Doctorate Ministry (DMin), and Professional Doctorate Religion (DRel). Students on these different awards will share some sessions and also be separated for some award-specific teaching. In this programme you will learn alongside contexts or organisations. This gives a unique flavour to the cross- disciplinary nature some of the teaching sessions, which will help you to see how your profession is both linked to others and has its own particular issues and distinctiveness. You will be able to learn from others inside and beyond your discipline about how they approach researching and improving professional practice. You in turn can offer them insights from your experience. There is a strong emphasis on collegiality and you will work with the same cohort throughout the programme.

The DAppLing programme is aimed primarily at people in, or having had experience of, a range of professional contexts that have a focus on language and communication, and allows candidates to investigate specific areas related to their own practice or relevant to the profession more generally. Candidates can review their chosen award at the end of stage 1 in the light of their research subject area and may be allowed to apply to change to the EdD if this is deemed appropriate.

Admissions criteria

Admission to the programme will be decided by an interview panel, and no candidates will be admitted solely on the basis of previous awards or professional experience. The normal minimum entrance qualifications for the Professional Doctorate in Applied Linguistics are:

- An upper second-class honours degree (or equivalent) in the humanities or social sciences
- At least two years of relevant professional experience

All candidates must also currently be in a professional role that is relevant to this award, or have previous experience of working in a professional role. The relevance of past and current experience to a particular award will be judged at interview.

A candidate whose first language is not English will be required to demonstrate sufficient competence in English as specified by the University. Current English language requirements for research degrees are set out in the *Code of Practice for Research Degrees*. (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

Candidates who have gained Level 8 credits on other PD programmes may be allowed to transfer credit into the PD programme under University credit-transfer rules provided they can demonstrate equivalence of learning to the taught modules in the first year of Stage 1 on the programme. All modules on the DAppLing are at doctoral level and Master's-level credits will not be allowed as accredited prior learning on this programme. No more than 90 credits may be transferred in this way, and students must complete the final two Stage 1 modules at YSJU.

Disclosure and Barring Service (DBS)

Candidates working with children or vulnerable adults are expected to have the necessary clearance to do so. For UK students this will be through the DBS and should be through the organisation they are working with. The University is not responsible for arranging work placements or clearance for students to engage with particular work-based environments. Candidates researching vulnerable groups in their work environment must include on application a letter from their employer (or equivalent) stating that they have the necessary clearance and permission to do so.

Programme aim(s)

The main aims of the programme are to allow people working in language and communication-related professions to:

- Develop their capacity to undertake research related to their profession
- Promote knowledge and understanding within their profession
- Develop and improve their professional practice

Programme learning outcomes

On successful completion, students will have demonstrated:

Level 8

- 8.1 The creation and interpretation of new knowledge related to a specific profession, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of knowledge and/or practice within the profession, and merit publication
- 8.2 A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of professional practice in language and communication work
- 8.3 The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- 8.4 A detailed understanding of applicable techniques for research and advanced academic enquiry

Programme structure

The programme is based on 540 Level-8 (doctoral) credits, with 180 assigned to the taught element and 360 to the thesis. Students will normally complete in 4 years of part-time study, with the first two years (Stage 1) consisting of four taught modules (each rated at 45 credits) and the remaining years (Stage 2) dedicated to the production of a research thesis of up to 50,000 words.

Example of an annual programme

	Stage 1		Stage 2
	Year 1	Year 2	
January 1 st Saturday of University term	Induction		
	Preparation material for M1 online	Preparation material for M3 online	Transfer Panels / Supervision
February York Schools half-term	Residential M1	Residential M3	
March Last Saturday of University term	Webinar on M1 Preparation material for M2 online	Webinar on M3 Preparation material for M4 online	
During month			Supervision
May York Schools half-term	Residential M2 Tutorial for M1	Residential M 4 Tutorial for M3	Residential
June 3 rd Week	Submit M1	Submit M3	
July 2 nd Week	(Web) tutorials M1 feedback M2 Assignment	(Web) tutorials M3 feedback M4 Assignment	
During month			Supervision
September Saturday (not half-term)	Webinar M2	Webinar M4	
During month			Supervision
October 3 rd week	Submit M2	Submit M4	
November 3 rd Week	(Web) tutorials M2 feedback	(Web) tutorials M4 feedback Research proposals	
During month			Supervision
December 1 st week		Submit research proposals	

Modules for the Programme

Code	Level	Year	Term	Title	Residential	Credits	Module status	
							compulsory or optional to take C or O	non-compensatable or compensatable NC or X
DOC8001M	8	1	2	Identifying and Articulating Issues in Professional Practice (Pass/Fail)	1	45	C	NC
DOC8002M	8	1	3	Contextualising Issues in Professional Practice (Pass/Fail)	2	45	C	NC
DOC8003M	8	2	2	Researching Issues in Professional Practice (Pass/Fail)	3	45	C	NC
DOC8004M	8	2	3	Influencing and Impacting on Issues in Professional Practice (Pass/Fail)	4	45	C	NC

Learning, teaching and assessment

Stage 1

Stage 1 will require students to attend two residentials a year for two years and pass four 45-credit modules (two in each of the first two years), each assessed by the equivalent of an 8,000-word written assignment. Each module will be assessed on a pass-fail basis, and each must be passed to enable students to progress to Stage 2. Students who fail will be allowed to resubmit according to University regulations, but will not be able to commence Stage 2 until all four modules are passed and they have successfully completed the transfer process.

Each module will be delivered by a mixture of face-to-face contact (at residentials) and distance learning (through a virtual learning environment). The modules will be common to all awards, and will include teaching sessions dedicated to students on particular awards as well as sessions where all students are taught together. Assessments will be aligned with the particular contexts and interests of students on each award, and will reflect the way that the module subject area is understood and applied in language and communication-related professional contexts. In each module, students will have opportunities to receive formative feedback on drafts of their assignments and thesis work.

Residentials will include a total of around 30 hours contact time, split between formal teaching and informal meeting. Informal meeting will include organised meals and social gatherings deemed to be part of learning experience as students interact with each other. Taught sessions will include lectures, seminars and times of open discussion, and will be roughly split between plenaries, when all of a cohort will be taught together, and collegial sessions when students will be taught in award-based groups.

Between residentials students will have access to tutors (mainly via email, telephone or online media) and to material on the university Virtual Learning Environment (VLE). Students will be encouraged to use social media to interact between residentials, either on the university VLE or on other widely- available platforms.

Contact with tutors and peers between residentials will be through a range of different platforms and events:

- Emails and telephone/skype conversations for one-to-one contacts
- Announcements and chat rooms on the VLE for students and tutors to develop on-going conversations
- Designated times when tutors will be available for online open conversations with cohort or module groups
- Designated times for webinars and other teaching input

Stage 2

Stage 2 will involve attending an annual residential (in May) and a minimum of six supervision sessions that may be conducted face-to-face or via electronic media. At this stage supervision and reviews will proceed according to the same rules and guidelines as for PhDs.

Assessment of the thesis will follow the regulations and procedures laid out for YSJU Research Degrees, using the specific learning outcomes and thesis requirements for this programme as the criteria against which the work will be judged. Examination will be by viva, which the student must attend in person, and will be by external and internal examiners.

Progression and graduation requirements

The University's [regulations](#) for Professional Doctorate Awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section. In addition, the following programme-specific regulations apply in respect of progression and graduation:

- Students must pass all four taught modules in order to be eligible to progress from Stage 1 to Stage 2
- Progression to Stage 2 will be determined by a PD Transfer Panel set up under the Research Degree Regulations who will assess individual research proposals
- Award of a Professional Doctorate will be determined by a viva examination according to the Research Degree regulations
- The Postgraduate Certificate in Applied Linguistics will be awarded to students who exit with at least 60 credits from taught modules (e.g. 90 credits from two Professional Doctorate taught modules)
- The Postgraduate Diploma in Applied Linguistics will be awarded to students who exit with at least 120 credits from taught modules (e.g. 135 credits from three Professional Doctorate taught modules)
- The Master of Philosophy may be awarded at the discretion of examiners for those students who complete a thesis but are not awarded a Professional Doctorate

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [YSJU - Regulations for Research Degrees.](#)
- [QAA Doctoral Degree Characteristics](#)
- [Framework for Higher Education Qualifications](#)
- Mellors-Bourne, R., C. Robinson and J. Metcalfe (2016). *Provision of professional doctorates in English HE Institutions*. Cambridge, Careers Research & Advisory Centre (CRAC) Ltd. Available at: <http://www.hefce.ac.uk/pubs/rereports/Year/2016/profdoc/Title,107344,en.html>

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