

Programme specification

BA (Hons) Education Studies and English Language

Est.
1841

YORK
ST JOHN
UNIVERSITY

School:

Entry from: 2019/20 *In:* September

Awarding Institution: York St John University

Teaching Institution: York St John University

Delivery Location: York St John University

Programme/s Accredited by:

Exit Awards: Certificate of Higher Education Education Studies and English Language
Diploma of Higher Education Education Studies and English Language
BA (Ord) Education Studies and English Language

UCAS Code / GTTR / Other: XQ33

Joint Honours Combinations: Children Young Peoples and Families
English Language
English Literature

QAA Benchmark Group(s): English, Linguistics and Education Studies

Mode/s of Study: Full-time for 3 years
Part-time for 6 years

Language of Study: English

Introduction and Special Features

English Language/Linguistics concerns the study of language from a broad range of perspectives, including the way speech is articulated, how language is structured and related to meaning, and how it relates to speakers' intentions and purposes in social interaction. As well as studying how speakers and writers use language, Linguists also study social attitudes to language, and the way language functions to express identities and cultural values. New forms of communication, such as email, texting and instant messaging, have opened up new and interesting fields for the study of Language as a form of social behaviour.

The English Language and Linguistics programme at York St John is distinctive in its focus on real-world applications for language study. Taking a workshop approach, we offer students ways to apply theoretical knowledge to real data, and show how Linguistic concepts and issues have vocational relevance in the working world. Graduates of the programme go on to careers in many varied fields where language use is of paramount importance – for example, teaching, speech and language therapy, journalism, marketing and PR, publishing and administration – as well as to do postgraduate research.

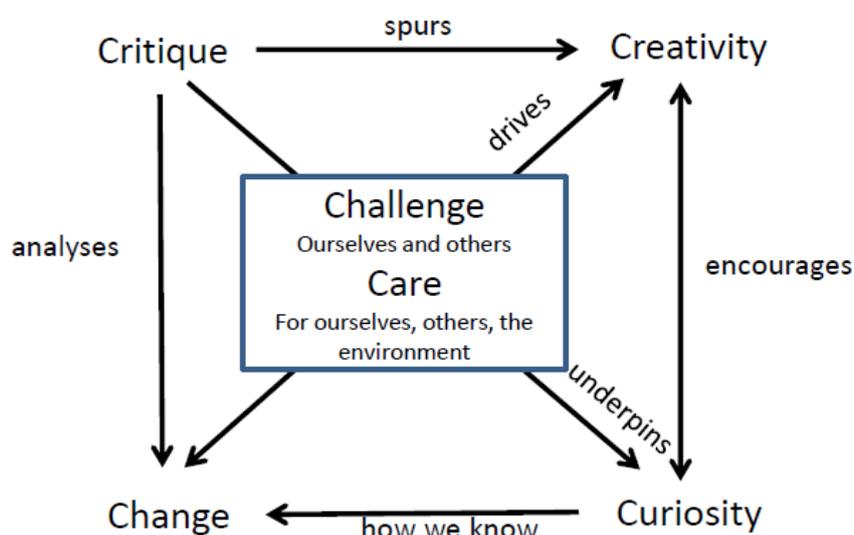
Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, and economic contexts.

Graduates are able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Students have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters. They will engage in a critique of current policies and practice and challenge assumptions. An education studies course provides the knowledge, understanding and critical analysis to inform current and future professionals.

Transferable skills:

Education Studies and English Language graduates will be able to;

- Construct and communicate oral and written arguments
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- Interpret and present relevant numerical information
- Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- Analyse, synthesise, evaluate, and identify problems and solutions.



The Education Studies and English Language programme is built around a number of key dispositions that the team wishes to develop with our students. Change is a constant, in that all students need to be prepared for change, and that change will happen no matter what. The important thing is to be able to understand this. Critique enables students to deal with change; it allows them to question why things are as they are, who is driving change, and to engage with their own responses to this. Creativity allows students to look at their world in a number of ways, not just accepting it as it is, and also looking for different ways to respond to it. Curiosity is about wanting to find out

more, and to understand themselves and others, and to know how to find out in a coherent and ethical manner. Through change, critique, creativity and curiosity, it is hoped that Education Studies and English Language students will care about themselves, others and the environment, and to challenge both themselves and others in their ongoing quest to understand themselves and the world as it is, as it could be, and as it should be.

Admissions Criteria

You must meet the University's general entry criteria for [undergraduate/postgraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme Aims

The aim of the Joint Honours Framework is:

To provide a set of principles for the design and delivery of distinctive, high quality and marketable joint subject combinations which will enable the University to increase and widen participation in its undergraduate provision.

Objectives ensure Joint Awards at York St John University:

- Can be readily understood by potential applicants.
- Maximise opportunities for various study modes and patterns.
- Do not erect unnecessary barriers to the widest participation.
- Offer opportunities for student choice within, as well as between, subjects.
- Embed the acquisition of key transferable skills.
- Reflect the *Framework for Higher Education Qualifications*.
- Are properly quality assured and managed.
- Are engaged with and responsive to external influences and markets.
- Reflect the University Mission.

The aims of the BA (Hons) English Language/Linguistics degree are to:

- To develop an understanding of the theories, trends, philosophies and practical applications of the fields of study related to English Language and Linguistics.
- To enable students to understand how the component topics of their degree subject relate to each other and are underpinned by a set of core linguistic concepts

- To enable students to place their chosen area of study into the wider context of academic study
- To provide opportunities for students to relate their field of study to their particular needs, interests, circumstances and present or future employment
- To foster in the students a lasting interest and enjoyment in the study of English Language and Linguistics
- To provide progressive opportunities for students to develop as co-operative and independent learners
- To enable students to develop competence in key transferable skills, such as information-gathering, understanding, analysing and evaluating theories and their practical applications
- To enable students to develop their skills in communication, team-work, self-management and organisation and problem-solving so that their personal and work-related experiences are significantly enhanced thereby
- To provide students with recognised qualifications to undertake further academic study and to compete successfully in a diverse employment market

The aims of the BA(Hons) Education Studies degree are to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place;
- Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts;
- Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society;
- Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice;
- Encourage the interrogation of educational processes in a wide variety of contexts;
- Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;
- Promote a range of qualities in students including intellectual independence and critical engagement with evidence*.

*QAA Subject Benchmark Statement –Education Studies 2015

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf>

Programme Learning Outcomes

Level 4 / FHEQ L4

Level 4 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 4 Certificate of Higher Education

Level 4 Programme Outcomes: English Language

- Within the field of Linguistics demonstrate an appreciation of the nature of a theory and of what constitutes an explanation
- Specify and illustrate some of the core analytical concepts relevant to areas of linguistic analysis
- Recognise the ethical issues involved in the collection of data from informants in the field or from subjects in the experimental laboratory
- Demonstrate an understanding of some of the issues involved in the basic techniques of data analysis
- Demonstrate an understanding of argumentation
- Cite evidence appropriately
- Communicate effectively using a range of basic skills appropriate to the audience and purpose
- Demonstrate a range of basic key skills including numeracy, ICT and study skills appropriate to both life long learning and employment in communication related contexts.
- Reflect upon past and present experiences and learn from them, with a view to lifelong learning

Level 4 Programme Outcomes: Education Studies

Students who gain the award specified will have demonstrated the following learning outcomes:

Joint Honours students:

- Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspectives associated with Education Studies.
- Appropriately apply perspectives, skills and knowledge gained across Education Studies
- Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Education Studies.
- Communicate effectively using a range of basic skills appropriate for the audience and purpose.
- Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment in the subjects studied

Level 5 / FHEQ L5

Level 5 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 5 Diploma of Higher Education

Level 5 Programme Outcomes: English Language

Students who gain the award specified will have demonstrated the following learning outcomes:

- Demonstrate an understanding of some alternative analyses of a given data set.

- Demonstrate an understanding of selected issues and problems and the type of data that are relevant to their solution.
- Identify the technical issues involved in the collection of reliable data.
- Present and interpret different forms of information, evidence and data appropriately for academic purposes.
- Communicate effectively using a range of basic skills appropriate for academic audiences and purposes.
- Demonstrate a range of basic key skills including numeracy, ICT and study skills appropriate to both lifelong learning and employment.

Level 5 Programme Outcomes: Education Studies

Students who gain the award specified will have demonstrated the following learning outcomes:

Joint Honours students:

- Apply theoretical perspectives and concepts to a range of situations and issues relevant to Education Studies, including those associated with work-based settings.
- Demonstrate critical awareness of research strategies particular to Education Studies
- Critically analyse data and information relevant to study in Education Studies.
- Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences.
- Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner.

Level 6 / FHEQ L6

Level 6 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

Level 6 Programme Outcomes: English Language

Students who gain the award specified will have demonstrated the following learning outcomes:

- Demonstrate the ability to acquire and make flexible use of some of the basic concepts, information, practical competencies and techniques which are standard features of Linguistics;
- Proficiently use some of the basic generic and subject specific intellectual qualities ie:
 - be able to communicate the results of their work;
 - present a structured and coherent argument;
 - access and evaluate qualitative and quantitative data.
- Demonstrate an ability to evaluate the appropriateness of certain approaches to problem solving associated with the discipline
- Work autonomously within a structured environment
- Students will have had the opportunity to acquire as defined in the modules specified for the programme:
 - Qualities and transferable skills necessary for employment related to Linguistics
 - Skills necessary for the communication of information
 - Skills necessary for the exercising of personal responsibility and decision making

- Describe and critically evaluate some of the central components of formal models in relation to areas of Linguistics
- Apply under guidance selected techniques in data elicitation
- Demonstrate a creditable understanding of data and analyses and be able to use them under supervision
- Offer some critical assessments of the relationship between data and theory
- Critically assess the potential of some particular theoretical areas for offering explanations of language in use

Level 6 Programme Outcomes: Education Studies

- Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Education Studies.
- Devise and sustain critical commentary on advanced studies in Education Studies.
- Manage and reflect critically upon own learning.
- Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Education Studies.
- Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Education Studies to initiate, design, plan and execute research.
- Demonstrate an ability to reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions.
- Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.

Programme Structure

The BA English Language and Education Studies Programme is based on 360 credits. Students will take six 20 credit modules at each level, with a 20 or 40 credit Special Study module at Level 6. The modules will be taught on a semester basis with three modules each semester. Part time students will normally take 60 credits each year.

Joint Honours students will have the usual structure of one module from each subject plus a third from either subject per semester.

Within the programme the demands placed upon the students increases as they move from level to level.

Level 4 lays the foundations for the study of English language and education. Students in Education Studies will have 48 hours taught time per module. Students will have a variety of assessment types, and as students make the transition to University, there will be greater formative support, with scaffolding provided and assignments of 3,000 words.

Choices at Level 4 for English Language are limited because of the need to provide a basic 'toolkit' for Linguistic study, upon which the relative success or failure of further work at Levels 2 and 3 will partly depend. However, it is known that students are likely to come with different ideas of the types of language study that will interest them and motivate them to succeed. For this reason, there is some choice in Semester 2. As well as taking the compulsory Descriptive Grammar of English module in Semester 2, Joint Honours students have a further choice of any of the Specialist modules, including Phonetics. The latter may

be of interest to those students who already know their intended career will be in the teaching or speech and language therapy areas.

Level 5 gives the students more choice and also has the placement module in it which will prepare students on the programme for career pathways and develop critical, analytical, reflective and professional skills in the light of their study on the programme thus far. Each module in Education studies will have 42 hours taught time. Scaffolding will be reduced and assignments of 4,000 words.

At Level 6 the students plan, research and produce a Special Study of 20 or 40 credits on an aspect of English language and/or education that has particularly interested them. Students then select optional modules which further develop their critical, analytical and reflective engagement with the strand specific themes, up to a total of 120 credits (including the dissertation element). There will be very limited scaffolding provided, and each module in Education Studies will have 36 hours taught time. Assignments will be 5,000 words, and it is expected that students will take a greater responsibility for the organisation of their learning.

Level 5

2ED206 Reflecting on learning or 2LL306 Language at work requires you to undertake a work placement (15 days minimum) in an appropriate setting.

Level 6

Students must undertake 3ED200 Researching in an educational context or 3LL309 Dissertation (40 credits) to receive the full award.

You must choose at least 20CR from each subject area in each semester to qualify for the JH award.

Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1ED200	4	1	Key changes in modern schooling	20	C
1ED201	4	1	Learning as a student	20	O
1LL301	4	1	Semantics and Pragmatics	20	O
1LL302	4	1	Language and Society	20	O
1LL300	4	1	English Language and Linguistics	20	CA
1ED203	4	2	Questioning the purpose of education: philosophical perspectives	20	C
1ED204	4	2	Global development and education	20	O
1ED205	4	2	What is inclusive learning?	20	O
1ED206	4	2	Representations of Education	20	O
1LL305	4	2	Multilingualism	20	O
1LL304	4	2	Phonetics	20	O
1LL303	4	2	Descriptive Grammar of English	20	CA
1LLXXX	4	2	Language Module	20	O
2ED201	5	1	Education and social justice	20	O
2ED202	5	1	Life Chances and education	20	O

2ED203	5	1	Media and dis/ability	20	O
2ED204	5	1	The globalisation of education policy	20	O
2LL300	5	1	Linguistic Diversity in the Classroom	20	O
2LL301	5	1	Applied Phonetics and Phonology	20	O
2LL302	5	1	World Englishes	20	O
2LL304	5	1	Language, Gender and Sexuality	20	O
2LL305	5	1	Analysing Texts	20	O
2LL315	5	1	Sociolinguistics of British Sign Language	20	O
2ED200	5	2	Learning as a researcher	20	O
2ED206	5	2	Reflecting on learning	20	O
2LL306	5	2	Language at work	20	O
2LL307	5	2	Language and Literacy	20	O
2LL308	5	2	Psycholinguistics	20	O
2LL309	5	2	Sociolinguistics	20	O
2LL311	5	2	Forensic Linguistics	20	O
3ED200	6	1 and 2	Researching in an educational context	40	O/CA
3LL310	6	2	Dissertation	40	O/CA
3ED201	6	1	Investigating learning	20	O
3ED202	6	1	Education and contemporary ethical issues	20	O
3ED203	6	1	Digital learning - The future of education?	20	O
3ED204	6	1	Critical perspectives in SEN and Inclusion	20	O
3LL300	6	1	TESOL Theories and Methods	20	O
3LL301	6	1	English Accents and Dialects	20	O
3LL302	6	1	Attitudes to Language	20	O
3LL303	6	1	Language, Identities and Cultures	20	O
3LL306	6	1	Speech and Language Pathology	20	O
3LL307	6	1	Child Language Acquisition	20	O
3ED205	6	2	Education, health and well-being	20	O
3ED206	6	2	Autobiography and narrative – writing educational journeys	20	O
3ED207	6	2	Education and the environment	20	O
3ED208	6	2	Teaching and the role of the teacher	20	O
3LL308	6	2	Reflections in Linguistics	20	O

*C: Compulsory, CA: Compulsory for award, O: option, O/CA: optional but if chosen the module must be passed to gain the award.

All optional modules are subject to staffing and timetable availability each year.

Teaching, Learning and Assessment

To maximise the full potential of all students studying on BA (Hons) English Language and Education Studies, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure inclusive and appropriate assessment, learning and teaching practices.

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via email and in face-to-face tutorials.

Teaching and learning strategies will be tailored towards the context of each module. Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the specified outcomes contained in the module specifications. The BA (Hons) English Language and Education Studies programme will use a diverse range of teaching and learning strategies which will focus on equipping you with the skills and knowledge required to be effective and successful students. English Language and Education Studies is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Level 4 has increased contact time to ensure that you have a sound grounding in the subject area, which is then gradually reduced through Levels 2 and 3 in order to develop student autonomy, whilst still providing a supportive environment. Work at Level 5 is characterised by more contexts where students determine the direction of their work. This may be, for example, where tutors ask them to find their own data to explore, or set up their own research direction within material.

Research skills are embedded within modules, for example, work on ethics, project design and argumentation skills. The presentation of work is expected to be more professional; oral presentations more accomplished; and use may be made of more sophisticated electronic tools, such as assignment dropboxes. Skills and subject knowledge introduced at Level 4 and enhanced at Level 5 are consolidated at Level 6. Students are expected to be maximally self-reliant and to learn how to use their tutors as one resource among many. In terms of subject knowledge, they are expected to be able to see some of the limitations of theoretical approaches, while also using knowledge gained over the previous two years to problem-solve and critically evaluate different linguistic and educational phenomena.

Research skills are embedded in modules as students are introduced to library skills, academic writing, data analysis and using web tools for analysis. Students are encouraged to use each other as a resource, as well as using the expertise of staff. The

programme website supports the culture of a learning community, and students are introduced at the outset to its functionality.

The teaching and learning strategy includes lectures, seminars, case studies, group work, report writing and aims to be accessible to a mixture of learning styles and interactive activities. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students. You will also be encouraged to take the initiative and work towards a self-directed approach under the negotiation, facilitation and observation of the module leader. Guest speakers from appropriate organisations also enhance the lecture sessions. Each module will also provide a range of teaching, learning and assessment strategies from the following:

Teaching	Assignments
<ul style="list-style-type: none"> • Lectures • Seminars • Web-based mediated discussion groups • Group discussions • Project work (tutor-set and student initiated) • Individual/group tutorials • VLE tasks • Web-based study materials • Simulation exercises • Field trips and course visits 	<ul style="list-style-type: none"> • Essays • Group presentations • Individual presentations • Learning journals • Research/project file • Portfolio Portfolios and reflective writing • Formative tasks • Peer assessed essay • Case study • Evaluative and critical incident reports • Research proposal and empirical study

There is an appropriate blend of formative feedback and summative assessments across the individual modules. This is emphasised at Level 4 whereby the word count of 3,000 per module is for the summative assessment, but in order to ease the transition into academic study within Higher Education there will also be formative feedback, which may be written or verbal. This will be particularly apparent in semester 1, as the modules support each other in developing the skills you need to succeed in Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study. Academic Tutorials will also support the feedback process, as your academic tutor discusses your feedback with you and suggests support as necessary.

We believe that self-motivation has a crucial role to play in learning. What motivates us and how other people can influence our self-motivation is a very complex area, but one

in which our understanding is growing. We now know that success itself does not necessarily motivate. It depends to a great extent on why we think we have been successful in our learning. Even the performance of very able students can plateau or even diminish if they believe that they have reached what they consider to be the limits of their intelligence i.e. that their level of intelligence is fixed and they are powerless to increase their capacity to learn.

Ultimately, being wrong, making mistakes and struggling to understand or to do something is a necessary and formative part of learning. Formative tasks are also an integral part of the Level 5 and 3 modules so that you can receive informal feedback on both your academic work and the development of critical thinking around the subjects under discussion. Here, feedback is seen as a key tool that can support you in refining your understandings and/or knowledge as well as enabling you to build more powerful ideas and capabilities.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

Nicol, D. J. and MacFarlane-Dick, D. (2005) *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice* online <http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf>

Progression and Graduation Requirements

The University's [general regulations for 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:

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]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

Further Information

- Further information on the programme of study may be obtained from:
- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)

- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

Date written / revised: 24.02.16

updated July 2017

QSC PASP (15.1.19) replaced 3LL203 with 3LL213 wef 19/20f