Programme Specification

BA (Hons) Education Studies and English Language

School:	Education, Language and Psychology
Subject area:	Education Studies Languages and Linguistics
Entry from academic year:	2021-22
in the month(s) of	September
Awarding institution:	York St John University
Teaching institution:	York St John University
Delivery location:	York St John University
Programme/s accredited by:	N/A
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:	
QAA subject benchmark statement(s):	Education Studies Linguistics
Mode/s of study:	Undergraduate periods of study for full time and part time
Language of study:	English
Paired with Foundation Year	Yes
Study abroad opportunities:	Yes
Opt-in YSJU Placement Year opportunity:	Yes

Introduction and special features

Joint Honours programmes give students the opportunity to combine two subjects from a range of areas in a structured way. The selected pairings are designed to complement one another and allow you to have a significant amount of choice and flexibility in relation to your learning experience. In addition, Joint Honours will engage you in a range of learning and teaching experiences and assessment opportunities.

Education Studies

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. You will have opportunities to develop your critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters. You will engage in a critique of current policies and practice and challenge assumptions. An education studies programme provides the knowledge, understanding and critical analysis to inform current and future professionals.

Education Studies 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 you to deal with change; it allows you to question why things are as they are, who is driving change, and to engage with your own responses to this. Creativity allows you to look at the 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 yourself 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 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.

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 and how it is acquired, processed and used in communicative contexts, 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. English Language at York St John is distinctive in its focus on real-world applications for language study. Often taking a workshop approach, we offer you 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, management and administration – as well as to do postgraduate research. Research, ICT, information and academic literacy skills are embedded in modules throughout the programme, enabling you to acquire, develop and apply skills valuable for future workplace contexts.

The subject area holds a fortnightly Colloquium Series during term time, to which we invite guest lecturers who are working on research of relevance to modules being offered in the current semester, and ask them to prepare their talks for an audience composed primarily of students. This provides you with the opportunity to hear about research issues and methods from specialists, including members of our own team, whose work you will be reading about in class.

The programme is supported by a specialist Linguistics Lab, where you can analyse speech using digital software, and by the creative use of web-based teaching and learning spaces, including a dedicated programme website. The programme aims to provide you with the tools required to apply linguistic theory to real world language in use. This is achieved by the careful scaffolding of student learning through beginning to study carefully selected or constructed examples of language in the first year of study, and increasing exposure to real language in the second and third year.

Another distinctive feature of this programme is the opportunity to apply to take the Cambridge English Certificate in Teaching English to Speakers of Other Languages (CELTA) at no additional cost. This means that, in addition to knowledge about language, the acquisition of English and the use of English in global and multilingual contexts, successful applicants will also have the opportunity to acquire valuable practical teaching experience and graduate with an internationally recognised teaching qualification. Places will be awarded subject to a successful application and interview process.

Admissions criteria

You must meet the minimum entry requirements which are published on the programme specific webpage.

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.yorksj.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 structure

Code	Level	Semester	Title	Credits	Module status compulsory or optional to take **C or O**	non-compensatable or compensatable **NC or X**
You must study at least 20 credits from each subject area in each semester at each level to qualify for the JH award						
EDU4001M	4	1	Key Changes in Modern Schooling	20	C	X
LAL4001M	4	1	English Language and Linguistics	20	C	NC
LAL4004M	4	2	Descriptive Grammar of English	20	C	NC
EDU4004M	4	2	Questioning the Purpose of Education: Philosophical Perspectives	20	C	X
EDU4002M	4	1	Learning as a Student	20	O	X
LAL4002M	4	1	Semantics and Pragmatics	20	O	X
LAL4003M	4	1	Language and Society	20	O	X
EDU4005M	4	2	Global Development and Education	20	O	X
EDU4006M	4	2	What is Inclusive Learning?	20	O	X
EDU4007M	4	2	Representations of Education	20	O	X
LAL4006M	4	2	Multilingualism	20	O	X
LAL4005M	4	2	Phonetics	20	O	X
LAB4015M	4	2	British Sign Language	20	O	X
EDU5002M	5	1	Education and Social Justice	20	O	X
EDU5003M	5	1	Life Chances and Education	20	O	X
EDU5004M	5	1	Media and Dis/ability	20	O	X
EDU5005M	5	1	The Globalisation of Education Policy	20	O	X
LAL5001M	5	1	Linguistic Diversity in the Classroom	20	O	X
LAL5002M	5	1	Applied Phonetics and Phonology	20	O	X
LAL5003M	5	1	World Englishes	20	O	X
LAL5005M	5	1	Language, Gender and Sexuality	20	O	X
LAL5006M	5	1	Analysing Texts	20	O	X
LAL5013M	5	1	Sociolinguistics of British Sign Language	20	O	X

			¹ EDU5007M or LAL5007M require you to undertake a work placement (15 days minimum) in an appropriate setting			
EDU5007M	5	2	Reflecting on Learning	20	O¹	X
LAL5007M	5	2	Language at Work	20	O¹	X
EDU5001M	5	2	Learning as a Researcher	20	O	X
LAL5008M	5	2	Language and Literacy	20	O	X
LAL5009M	5	2	Psycholinguistics	20	O	X
LAL5010M	5	2	Sociolinguistics	20	O	X
LAL5012M	5	2	Forensic Linguistics	20	O	X
			² You must undertake either EDU6001M or LAL6010M			
EDU6001M	6	1&2	Researching in an Educational Context	40	O²	NC
LAL6010M	6	2	Dissertation	40	O²	NC
EDU6002M	6	1	Investigating Learning	20	O	X
EDU6003M	6	1	Education and Contemporary Ethical Issues	20	O	X
EDU6004M	6	1	Digital Learning - the Future of Education?	20	O	X
EDU6005M	6	1	Critical Perspectives in Special Educational Needs and Inclusion	20	O	X
LAL6001M	6	1	TESOL Theories and Methods	20	O	X
LAL6002M	6	1	English Accents and Dialects	20	O	X
LAL6003M	6	1	Attitudes to Language	20	O	X
LAL6004M	6	1	Language, Identities and Cultures	20	O	X
LAL6006M	6	1	Speech and Language Pathology	20	O	X
LAL6007M	6	1	Child Language Acquisition	20	O	X
EDU6006M	6	2	Education, Health and Wellbeing	20	O	X
EDU6007M	6	2	Autobiography and Narrative – Writing Educational Journeys	20	O	X
EDU6008M	6	2	Education and the Environment	20	O	X
EDU6009M	6	2	Teaching and the Role of the Teacher	20	O	X
LAL6008M	6	2	Reflections in Linguistics	20	O	X

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

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

Education Studies

Programme aim(s)

The programme aims to:

1. 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.

2. Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts.

3. Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society.

4. Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice.

5. Encourage the interrogation of educational processes in a wide variety of contexts.

6. Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner.

7. Promote a range of qualities in students including intellectual independence and critical engagement with evidence*.

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 4
4.1 Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspective associated with Education Studies.

4.2 Appropriately apply perspectives, skills and knowledge gained across Education Studies.

4.3 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Education Studies.

4.4 Communicate effectively using a range of basic skills appropriate for the audience and purpose.

4.5 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
5.1 Apply theoretical perspectives and concepts to a range of situations and issues relevant to Education Studies, including those associated with work-based settings.

5.2 Demonstrate critical awareness of research strategies particular to Education Studies.

5.3 Critically analyse data and information relevant to study in Education Studies.

5.4 Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences.

5.5 Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner.

Level 6
6.1 Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Education Studies.

6.2 Devise and sustain critical commentary on advanced studies in Education Studies.

6.3 Manage and reflect critically upon own learning.

6.4 Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Education Studies.

6.5 Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Education Studies to initiate, design, plan and execute research.

6.6 Demonstrate an ability to reach reasoned judgments about arguments and evidence based upon sound critical analysis and an understanding of different value positions.

6.7 Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.

Learning, teaching and assessment

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. Education Studies uses 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. 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 5 and 6 in order to develop student autonomy, whilst still providing a supportive environment.

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.

The following learning, teaching and assessment strategies will provide opportunities for engagement, development and critical enquiry:

- Web-based study materials
- Virtual Learning Environment tasks
- Individual/group tutorials
- Web-based mediated discussion groups
- Learning journals
- Simulation exercises
- Project work (tutor-set and student-initiated)
- Field trips and course visits

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 6 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.

English Language

Programme aim(s)

The programme aims to:

1. Enable you to become an independent and ethical (applied) linguist, able to work for social justice in changing global contexts

2. Enable you to be digitally literate and able to communicate professionally, drawing on sound evidence from linguistic theories and applied linguistics practice

3. Provide progressive opportunities for you to develop as a reflective and versatile learner

4. Foster in you a lasting interest and life-long enjoyment in the study of English Language and Linguistics

5. Provide you with the qualifications and skills to undertake further academic study and to compete successfully in a diverse employment market

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 4
4.1   Handle, analyse and present data in an ethical way using appropriate digital tools.

4.2   Recognise and explain socio-cultural, political, psychological, educational and/or historical contexts of language use.

4.3   Describe and analyse grammatical structures of language using appropriate terminology.

4.4   Describe and analyse the sounds of language using appropriate terminology.

4.5   Source and interpret a range of academic literature to effectively communicate, adopting referencing conventions where appropriate.

Level 5
5.1   Critically analyse and present naturalistic and/ or experimental data in an ethical way.

5.2   Identify and use appropriate theoretical frameworks.

5.3   Investigate and interpret socio-cultural, political, psychological, educational and/ or historical contexts of language use.

5.4   Communicate professionally, evidencing arguments through correctly referenced sources where appropriate.

5.5   Demonstrate an awareness of professional values.

Level 6
6.1   Design and carry out an independent research study, presenting and critically analysing data in an ethical way.

6.2   Select and apply appropriate theoretical frameworks.

6.3   Investigate and critically evaluate socio-cultural, political, psychological, educational and/ or historical contexts of language use.

6.4   Appropriately adapt language to communicate professionally with a range of audiences both in writing and orally.

6.5   Construct a convincing argument, evidenced by critical engagement with appropriate sources.

6.6   Demonstrate professional and transferable skills.

Learning, teaching and assessment

Level 4

At level 4, you are introduced to a wide range of learning situations, including formal lectures, workshops, seminars, and tutorial support. You are also introduced to a range of assessment types, which are outlined below.

From your first weeks at university, you are engaged with information literacy, which is embedded in all level 4 modules. The delivery of these skills sessions is supported by the programme team, the Study Skills team and our Academic Liaison Librarian. These key colleagues contribute to a range of our modules, including the non-compensatable module LAL4001M. You are also assigned an Academic Tutor, who will meet with you at least once each semester.

At level 4, we make use of 'small stakes' assessments, which are designed to engage you throughout the semester. For example, in LAL4004M, you will complete a weekly online quiz which requires you to engage with the set reading. Assessment is varied, including a class test, online tests and postings, as well as oral presentations, essays, and data analysis tasks. Group oral presentations take place in both compulsory for award modules, as a way of ensuring that you are exposed to this crucial employability skill in a supported way from the start of your programme. In the first instance, this is a formative presentation, with the opportunity for you to receive feedback on and reflect upon your performance. There is an examination at the end of level 4, for LAL4004M.

You are encouraged to use your fellow students as a resource, as well as benefitting from the expertise of staff. The programme website supports the culture of a learning community, and you are introduced, at the outset, to its functionality. Peer and self-assessment both feature in level 4 modules.

Choices at Level 4 are limited because of the need to provide a basic 'toolkit' for linguistic study, which will underpin study at level 5. We value language learning extremely highly, and recognise its potential for enabling you to apply your new linguistic skills to a language other than English. However, it is known that students are likely to come with different ideas and experiences of previous language learning. For this reason, there is some choice in Semester 2, with the opportunity to study LAB4015M *British Sign Language* or to take the Linguistics module, *Multilingualism*, LAL4006M. Language module options vary on an annual basis according to staff availability and demand.

Level 5

At level 5, a range of learning situations is available to you across a number of modules. Some modules are entirely workshop based, while others continue the lecture/seminar approach. At this level, the module *Language at Work* will encourage you to consider the skills you have and how these could apply in the workplace.

Work at level 5 is characterised by more contexts where you determine the direction of your work. This may be, for example, where tutors ask you to find your own data to analyse, or set up your own research direction within materials provided. Research skills are embedded within modules; for example, work on ethics, project design and argumentation skills as well as training in the use of specialist software in some modules. The presentation of your work is expected to be more professional, and your oral presentations more accomplished.

You may choose to apply for international exchange for one semester at level 5. Where you elect to study abroad in semester 2, you may take the distance version of our work experience module. In some cases, students are able to take up opportunities for work experience for academic credit, such as through the completion of the SMILE programme (teaching English in schools) available at one of our partner institutions in Spain.

Level 6

Skills and subject knowledge introduced at level 4 and enhanced at level 5 are consolidated at level 6. You are expected to be maximally self-reliant and to learn how to use your tutors as one resource among many. In terms of subject knowledge, you 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 phenomena. Research skills are increasingly present in modules, corresponding to project work concerning both written and spoken data undertaken at level 6, for example in LAL6002M and LAL6001M.

You will be supported in your dissertation by your supervisor, including in research skills where appropriate. You will also present your dissertation research to an audience as part of the assessment for this module. In LAL6008M, you will also carry out the independent reflective portfolio, drawing on tutorial support to enable you to make connections between aspects of your undergraduate programme. You will receive tutorial support in developing research skills for dissertations and project work.

Level 6 offers you more career orientation through modules that have a direct application to a number of working contexts, for example, LAL6001M and LAL6003M. There are additional opportunities for career development outside credit bearing modules. Digital and communication skills, as key graduate attributes, are focused on in the assessment strategies for LAL6008M. You are encouraged to write academically strong pieces of work in an accessible way, as well as to reflect on your experience across the programme, drawing out for yourself the transferrable skills that you have developed.

Progression and graduation requirements

The University's general regulations for undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Internal and external reference points

This programme specification was formulated with reference to:
- University mission and values
- University 2026 Strategy
- QAA subject benchmark statements
- Frameworks for Higher Education Qualifications

Date written / revised:
Programme originally approved: