

## Course Specification

<b>Published Date:</b>	21-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Social, Historical and Political Studies		
<b>Course Code(s):</b>	LN003K23UV	Sandwich	4 Years
<b>UCAS Code:</b>	QB16		
<b>Course Title:</b>	BA (Hons) Deaf Studies and Linguistics with Sandwich Placement		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Deaf Studies and Linguistics, having satisfactorily completed a sandwich placement Bachelor of Arts with Honours Deaf Studies and Linguistics, having satisfactorily completed a sandwich placement Bachelor of Arts Deaf Studies and Linguistics, having satisfactorily completed a sandwich placement Bachelor of Arts Deaf Studies and Linguistics, having satisfactorily completed a sandwich placement Diploma of Higher Education Deaf Studies and Linguistics Certificate of Higher Education Deaf Studies and Linguistics University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	26/Sep/2016		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Mrs Sandra Pratt
<b>Head of Department:</b>	Dr Frank Wilson

## Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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### Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

For Linguistics, a general interest in language is essential, but we will look at a range of experience and qualifications.

If you are a 'standard' entrant who has just completed A levels and/or BTECs, you will normally be expected to have at least CCC A levels. (See the UCAS website for full details.) If you are over 21 and/or have significant work experience, we will consider you on your merits.

A DBS check is required for this course

Full time applicants should apply via UCAS Part-time applicants should apply directly to the University

UCAS applicants will need CCC from A levels and mature applicants may be accepted if they are able to show previous learning and/or writing ability.

Informal interview with a member of staff and entry assessments.

#### Entry Assessment

##### Essay

1,000 words (excluding quotations).

Purpose: To ascertain applicant's standard of written English skills. Providing evidence of cohesion, relevance, clarity, evidence of reading, organisation of ideas and information. Applicants must demonstrate an ability to present a logical discussion / explanation. Correct spelling and appropriate use of punctuation and grammar are also required.

##### Comprehension test

Applicants are required to complete a comprehension test which involves answering questions to a given text.

Purpose: To ascertain applicant's written English skills, comprehension and restructuring of information given, ability to use information and express ideas in a given time.

### Distinctive Features of the Course:

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Being taught British Sign Language, using digital and analogue facilities, adds a unique dimension to the study of Inclusive practices in society. Students are taught to understand a bi-lingual and bicultural approach towards Deaf sign language users.

Academic and pastoral support is provided as a priority by deaf and hearing tutors from day one of the course. Peer mentoring offers an extra support mechanism. The Deaf Studies and Linguistics lecturers have a variety of teaching and professional qualifications

The team believes in interactive learning and encourages full participation from all our students: external examiners have consistently highlighted our innovative assessments as a major strength. Wolverhampton has pioneered the use of interactive web-based forums for teaching and assessment. These activities have proved very popular with students.

A placement can be undertaken anywhere; local, national or even, in some instances, international. During a placement, you will be doing similar work to a normal employee of the organisation giving you a unique insight into your chosen profession or sector, the opportunity to acquire crucial personal skills and also the opportunity to build a network of useful contacts. Many companies that employ graduates use placement programmes as a method of recruitment so you could be fast tracked into employment or onto one of their graduate schemes if you impress them.

The team at [The Workplace](#) constantly search for new placement opportunities but if you find an opportunity that interests you or you have been successful in securing one yourself, contact them for further information and support.

### Educational Aims of the Course:

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The Deaf Studies and Linguistics integrated joint offers students the chance to explore a range of social and language related topics in a stimulating and multi-cultural environment. By means of high quality teaching

and a flexible, responsive and vocationally relevant curriculum, students will learn to identify and understand the challenges faced by deaf people, and gain a detailed knowledge of how sign and spoken languages work.

Students will have opportunities to consider a variety of issues and perspectives surrounding working with deaf people. They will study current policies, laws, procedures and practices to develop professional strategies useful for their future working lives. They will also learn how meaning is created, not only through choices of signs and words and grammatical structures, but through wider social and cultural contextual factors.

The programme will develop a range of subject specific and transferable skills, including higher order conceptual and communication skills, enterprise, digital literacy and IT awareness, all of which are of immense value in graduate employment. The course fosters cooperative and independent work, as well as critical reflection.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00

#### PSRB:

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None

#### Course Structure:

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### September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

#### Year 1

Module	Title	Credits	Period	Type
4LN001	Language in Use	20	SEM1	Core
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4LN002	Language Patterns	20	SEM2	Core
4DF009	Introduction to British Sign Language	20	SEM2	Core
4EN003	How English Works	20	SEM1	Core
4SL010	The Media and the Manufacture of Deviance	20	SEM2	Core

### September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

#### Year 2

Module	Title	Credits	Period	Type
5DF007	Flourishing Deaf lives	20	SEM1	Core
5LN001	Language and Society	20	SEM1	Core
5LN004	Sounds and Structure	20	SEM2	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5DF006	Elementary BSL	20	SEM2	
5LN002	Research Methods for Language Study	20	SEM2	
5SL008	Volunteering in Action	20	SEM2	

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5LN005	Language and Meaning	20	SEM1	
5SL001	Racism, Diversity and difference in the British Context	20	SEM1	

## September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Module	Title	Credits	Period	Type
5LW022	Supervised Placement Year	40	YEAR	Core

## September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 4

Module	Title	Credits	Period	Type
6DF009	Engaging with services	20	SEM1	Core
6DF006	Welfare and campaigning	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6LN005	Language and the Mind	20	SEM1
6LN001	Language Variation and Change	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6LN004	Morphology	20	SEM2
6LN006	Meaning and Interaction	20	SEM2

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6LN002	Independent Study (Linguistics)	20	SEM2
6DF002	Deaf Studies Project	20	SEM2

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6SA003	Approaches to Poverty and Social Exclusion	20	SEM1
6SA005	Policy-Making in Britain	20	SEM1

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Section 1.2.6 - Exemption to permit a minority subject area (with a minimum 33% contribution rather than an equal 50% split at every level of study) on Deaf Studies integrated joint degrees.

Effective date: September 2017.

APPROVED by AFRSC (6/4/2017).

### Reference Points:

QAA subject benchmark

- [www.qaa.ac.uk/academicinfrastructure/benchmark/honours/education](http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/education) [www.qaa.ac.uk/academicinfrastructure/benchmark/ho](http://www.qaa.ac.uk/academicinfrastructure/benchmark/ho)

Framework for Higher Education Qualifications (FHEQ) - [www.FHEQ.ac.uk](http://www.FHEQ.ac.uk)

Equality Act 2010 - <https://www.gov.uk/guidance/equality-act-2010-guidance>

School documents - Quality Unit Subject Guides and Validation Guide [www.wlv.ac.uk/regulations](http://www.wlv.ac.uk/regulations)

The latest version of the QAA Benchmark Statement for Linguistics summarises the defining principles of Linguistics as follows;

Linguistics is concerned with language in all its forms, spoken, written and signed. Because language appears to be a uniquely human attribute, the questions of what language is, how human beings come to have it and how they use it have been pursued for over 2,000 years. Inquiry into language has raised fundamental questions about human cognition and behaviour ever since. Perhaps the key insight of linguistics is just that

language and linguistic behaviour are highly structured, and the guiding principle of modern linguistics is that the nature of these structures can be elucidated by systematic study through a range of theoretical and empirical methodologies.

There is no formal benchmark statement for Deaf Studies.

QAA English Subject benchmarks

Equality Act 2010

We have followed guidance a wide range of University policies and strategies including:

- School Assessment Handbook
- Teaching and Learning Strategy
- Assessment Strategy
- Diversity and Equality Policy
- Research Strategy
- Ethics Policy
- APL Strategy
- Blended Learning Strategy

Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study.

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present and interpret information, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

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DipHE Course Learning Outcome 3 (DHECLO3)

Use a range of established techniques to initiate and undertake analysis of information, and to propose solutions to problems arising from that analysis.

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DipHE Course Learning Outcome 4 (DHECLO4)

Effectively communicate information, arguments and analysis in a variety of forms.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

"develop the ability to process and analyse and evaluate concepts and theories related to deafness and deaf peoples' lives within the legal, cultural and political contexts of disability. "

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Ordinary Course Learning Outcome 2 (ORDCLO2)

effectively communicate in British Sign Language (BSL) supported by theoretical knowledge of BSL and Sign Linguistics utilising live communicative strategies as well as digital communication facilities.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

"demonstrate the underlying values and principles relevant to the ideologies of inclusion, and reflect on the potential connections and discontinuities between aspects of subject knowledge and their application in social policies and concepts."

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Ordinary Course Learning Outcome 4 (ORDCLO4)

"exhibit a knowledge and understanding of the forms and functions of language at the levels of phonology, lexis, syntax and text."

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Ordinary Course Learning Outcome 5 (ORDCLO5)

apply a range of linguistic and critical approaches to the analysis of language and synthesise a range of

relevant empirical data.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

"work both co-operatively and independently whilst developing the expertise required to progress to related studies at postgraduate level, and the skills and knowledge necessary for successful employment. "

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Honours Course Learning Outcome 1 (DEGCLO1)

"develop the ability to process and analyse and evaluate concepts and theories related to deafness and deaf peoples' lives within the legal, cultural and political contexts of disability. "

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Honours Course Learning Outcome 2 (DEGCLO2)

effectively communicate in British Sign Language (BSL) supported by theoretical knowledge of BSL and Sign Linguistics utilising live communicative strategies as well as digital communication facilities.

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Honours Course Learning Outcome 3 (DEGCLO3)

"demonstrate the underlying values and principles relevant to the ideologies of inclusion, and reflect on the potential connections and discontinuities between aspects of subject knowledge and their application in social policies and concepts."

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Honours Course Learning Outcome 4 (DEGCLO4)

"exhibit a knowledge and understanding of the forms and functions of language at the levels of phonology, lexis, syntax and text."

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Honours Course Learning Outcome 5 (DEGCLO5)

apply a range of linguistic and critical approaches to the analysis of language and synthesise a range of relevant empirical data.

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Honours Course Learning Outcome 6 (DEGCLO6)

"work both co-operatively and independently whilst developing the expertise required to progress to related studies at postgraduate level, and the skills and knowledge necessary for successful employment. "

Overview of Assessment:

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Module	Title	Course Learning Outcomes
4DF009	Introduction to British Sign Language	CHECLO1, CHECLO2
4DF010	Introduction to Deaf Studies	CHECLO1, CHECLO2
4EN003	How English Works	CHECLO1, CHECLO2
4LN001	Language in Use	CHECLO1, CHECLO2
4LN002	Language Patterns	CHECLO1, CHECLO2
4SL010	The Media and the Manufacture of Deviance	CHECLO1, CHECLO2
5DF006	Elementary BSL	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5DF007	Flourishing Deaf lives	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5DF008	Educating Deaf children and young people	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5LN001	Language and Society	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5LN002	Research Methods for Language Study	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5LN004	Sounds and Structure	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5LN005	Language and Meaning	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5LW022	Supervised Placement Year	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SL001	Racism, Diversity and difference in the British Context	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SL008	Volunteering in Action	DHECLO1, DHECLO2, DHECLO3, DHECLO4
6DF002	Deaf Studies Project	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6DF006	Welfare and campaigning	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6DF009	Engaging with services	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6LN001	Language Variation and Change	DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO4, ORDCLO5, ORDCLO6
6LN002	Independent Study (Linguistics)	DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO4, ORDCLO5, ORDCLO6
6LN004	Morphology	DEGCLO4, DEGCLO6, ORDCLO4, ORDCLO6
6LN005	Language and the Mind	DEGCLO5, DEGCLO6, ORDCLO5, ORDCLO6
6LN006	Meaning and Interaction	DEGCLO4, DEGCLO6, ORDCLO4, ORDCLO6
6SA003	Approaches to Poverty and Social Exclusion	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6
6SA005	Policy-Making in Britain	DEGCLO1, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO6

### Teaching, Learning and Assessment:

#### DEAF STUDIES & LINGUISTICS

Opportunities to achieve these learning outcomes will be provided by the following methods:

- actively contribute to lectures language sessions and group activities, including critical debate and discussion in seminars and tutorials;
- participating in interactive British Sign Language learning using DVD and VLE digital facilities
- participating in individual and group presentations and producing assignments;
- individual and group research activities from a range of sources including IT;
- reading and critical analysis of the literature ( texts and journals) relating to issues raised in lectures and through independent research.

Activities will include:

- Lectures;
- Seminars;
- On line learning tasks;
- Live Interactive British Sign Language Learning Sessions:
- Case studies;
- Debates;
- Group work;
- Student presentations;
- Problem solving activities.

Combining Deaf Studies and Linguistics means that you may have the possibility to spend a year abroad (usually between Levels 5 & 6), often in a teaching post, which will develop your maturity and resourcefulness, and enhance your independence and spirit of enterprise.

In all modules you will acquire digital literacy through a variety of tasks and activities and will develop reflective skills which will allow you to analyse concepts and theories and apply them to specific contexts.

#### Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

#### Student Support:

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Students are allocated a personal tutor to offer support and guidance on a range of issues. Module tutors will provide guidance on assessment tasks as well as written and verbal feedback relating to module outcomes. Students with specific needs, such as dyslexia, can access additional support from staff through the Student Enabling Centre. Academic study skills are embedded throughout the course, but with a particular focus at level 4. FoSS Student Support team offers Academic enhancement tutorials. The Learning Centre offers a range of support around study skills and learning.

#### Employability in the Curriculum:

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A degree in Deaf Studies and Linguistics gives you the perfect grounding for any career requiring critical thinking, literacy competence, and a range of analytical and presentation skills.

Deaf Studies offers you a research placement in the final year within the UK Deaf Community, while Linguistics offers opportunities to meet professionals from relevant sectors, including speech and language therapists, academic authors, forensic linguists, and computational linguistics researchers.

You will have a real advantage when entering work because this degree will enable you to immediately enter a range of careers in the Deaf Community. Other career destinations have included communication support, key skills coordinator, NVQ assessor, lecturers, researcher roles and local authority positions in related fields.

Many graduates have gone on to take a PGCE qualification (in conjunction with other subjects such as TESOL and Languages), and several have enrolled on higher degrees (including two in the last two years who are completing PhDs in related fields) Others go on to undertake postgraduate diplomas such as Social Work and Audiology as well as Masters Degrees in Disabilities Studies, Speech & Language Therapy and Human Communications.

The completion of a Sandwich Year will enable you to gain valuable hands on experience in a relevant work environment. This will not only provide additional practical subject skills but it will also develop personal transferable skills such as communication skills, problem solving skills and demonstrate competency in working with other people. This will increase your employability and assist you in gaining employment in the future.

