

## Course Specification

<b>Published Date:</b>	15-Aug-2017
<b>Produced By:</b>	Haiden Novis
<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>	LN003T01UV LN003T31UV	Full-time Part-Time	4 Years 8 Years
<b>UCAS Code:</b>	Q100		
<b>Course Title:</b>	BA(Hons) Deaf Studies and Linguistics with Foundation Year		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Linguistics and Deaf Studies with Foundation Year Bachelor of Arts Linguistics and Deaf Studies with Foundation Year Diploma of Higher Education Linguistics and Deaf Studies with Foundation Year Certificate of Higher Education Linguistics and Deaf Studies with Foundation Year University Statement of Credit Linguistics and Deaf Studies with Foundation Year		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	01/Sep/2017		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>			
<b>Course Specification valid to:</b>			

## Academic Staff

<b>Course Leader:</b>	Mr David Rose
<b>Head of Department:</b>	Dr Frank Wilson

## Course Information

---

<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.

---

### Entry Requirements:

---

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)

#### 2017 Entry

- DD from A level
- BTEC QCF Extended Diploma grade PPP, BTEC QCF Diploma grade MP
- Pass Access to HE Diploma (Full Award)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)

#### Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Applicants who do not meet the entry requirements may be offered an alternative course.

#### Distinctive Features of the Course:

---

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.

You can develop the skills and knowledge that you need to study at undergraduate level, building on your strengths and working on your weaknesses, so that you can feel confident that by the end you are ready to commence a degree course, and to apply the skills to undertake the directed and independent learning which will help you to achieve your potential. This will allow you to embark on Level 4 study in an appropriate undergraduate discipline or combined award, confident that you have developed the skills and chosen the most relevant subject area(s) to specialise in, which will allow you to perform strongly at degree level and enhance your career aims.

#### Educational Aims of the Course:

---

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:

---

September

## Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

## Tuition Fees:

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
2017/8	H	Full Time	£6150.00
2017/8	EU	Full Time	£6150.00
2017/8	Overseas	Full Time	£11475.00

## PSRB:

None

## Course Structure:

### September (Full-Time)

Module	Title	Credits	Period	Type
3GK003	Academic Skills	20	SEM1	Core
3GK005	Critical Thinking	20	SEM1	Core
3GK007	Wolverhampton and its People	20	SEM1	Core
3GK004	The World at Work: Careers and Personal Development	20	SEM2	Core
3GK006	Extended Project	20	SEM2	Core
3GK008	Culture and Nationality in Conflict	20	SEM2	Core

#### Group 1 | Min Value: 20 | Max Value: 20

4GK006	Success in Higher Education	20	SEM1	Core Option
4HU001	Myth	20	SEM1	Core Option
4GK001	Raising Intercultural Awareness	20	SEM1	Core Option
4PO005	Campaigning and Citizenship: Women in Britain and its Empire from 1800 to 1950	20	SEM1	Core Option
4WL002	Basic Language	20	SEM1	Core Option
4WL003	Elementary Language	20	SEM1	Core Option
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

#### Group 1 | Min Value: 20 | Max Value: 20

4GK006	Success in Higher Education	20	SEM2	Core Option
4HU002	Popular Culture	20	SEM2	Core Option
4SL011	Volunteering in the Community	20	SEM2	Core Option

4PO006	Contemporary Capitalism	20	SEM2	Core Option
4WL002	Basic Language	20	SEM2	Core Option
4WL003	Elementary Language	20	SEM2	Core Option

**Group 1 | Min Value: 20 | Max Value: 20**

5SL008	Volunteering in Action	20	SEM2	Core Option
5WL001	Basic Language	20	SEM2	Core Option
5WL002	Elementary Language	20	SEM2	Core Option
5LN002	Research Methods for English Language, Linguistics and TESOL	20	SEM2	Core Option
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

**Group 1 | Min Value: 20 | Max Value: 20**

5WL001	Basic Language	20	SEM1	Core Option
5WL002	Elementary Language	20	SEM1	Core Option
5LN003	Pragmatics and Conversation	20	SEM1	Core Option
6DF009	Engaging with services	20	SEM1	Core

**Group 1 | Min Value: 40 | Max Value: 40**

6LN005	Language and the Mind	20	SEM1	Core Option
6WL001	Intermediate/Advanced Language	20	SEM1	Core Option
6LN001	Language Variation and Change	20	SEM1	Core Option
6DF007	Level 6 BSL - Intermediate	20	SEM1	Core Option

**Group 1 | Min Value: 20 | Max Value: 20**

6DF006	Welfare and campaigning	20	SEM2	Core Option
6DF008	Deaf Art, Literature and Culture	20	SEM2	Core Option

**Group 1 | Min Value: 40 | Max Value: 40**

6LN002	Independent Study (Linguistics)	20	SEM2	Core Option
6DF002	Deaf Studies Project	20	SEM2	Core Option
6DF003	Business and Community Link in the Deaf Community	20	SEM2	Core Option
6LN004	Morphology	20	SEM2	Core Option
6WL001	Intermediate/Advanced Language	20	SEM2	Core Option

## 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:

Foundation Year Course Learning Outcome 1 (UCCL01)

"Have factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine."

Foundation Year Course Learning Outcome 2 (UCCL02)

Can interpret and evaluate relevant information and ideas

Foundation Year Course Learning Outcome 3 (UCCL03)

Are aware of the nature of the area of study or work

---

Foundation Year Course Learning Outcome 4 (UCCL04)

Are aware of different perspectives or approaches within the area of study or work.

---

CertHE Course Learning Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"

---

CertHE Course Learning Outcome 2 (CHECLO2)

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

---

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

---

CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

---

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

---

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and critical 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."

---

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"

---

DipHE Course Learning Outcome 3 (DHECLO3)

"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"

---

DipHE Course Learning Outcome 4 (DHECLO4)

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

---

DipHE Course Learning Outcome 5 (DHECLO5)

"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively"

---

DipHE Course Learning Outcome 6 (DHECLO6)

"Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."

---

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. "

---

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.

---

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."

---

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."

---

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.

---

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. "

---

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. "

---

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.

---

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."

---

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."

---

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.

---

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:

---

Module	Title	Course Learning Outcomes
--------	-------	--------------------------

---

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.

#### Learning and Teaching Methods:

---

This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
3	20	80	0
4	24	76	0
5	24	76	0
6	20	80	0

#### Assessment Methods:

---

This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
3	8	0	92
4	22	8	70
5	25	0	75
6	25	23	52

#### Student Support:

---

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:

---

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 UNIVERSITY OF OPPORTUNITY