

LTC12D170

Title: *BSc (Hons) Speech and Language Sciences*
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Issue

Very recently a small number of programmes (n=2) have been developed (Sheffield and City University) which allow students to study human speech, language and communication in its widest sense: moving beyond the content of the traditional Linguistics programme and providing exposure to the use, context, variation, etc., of all aspects. By providing students with the opportunity to explore the whole spectrum of this area they are able to expand their employability options and, should they choose, have a range of options for subsequent specialisation.

The proposed course will build on these recent developments but add two very specific USPs:

- work-based learning placement in Year 3
- employability / professional skills modules throughout the programme

The course will build on expertise, materials and resources already extant, via the Speech & Language Therapy degree in particular, in the School of AHP, and new academic staff required to set up and deliver the proposed programme will also be well placed and entirely qualified to contribute to the other activities in the school, both teaching, research & E&E activities.

Recommendation

The course team are seeking approval in principle. This would then enable the course to be advertised, subject to full approval from LTC and stakeholders at a later date.

The recommendations contained in the paper relate to the NAM – and for students starting their programmes of UG study in 2013/14

Resource Implications

Academic posts:

- 1 x FtE Sept 2013 to support set-up of programme (in demanding timescale) and potentially take programme director role in subsequent years
- 1 x FtE post Sept 2014 to support delivery of programme
- 2 x FtE 2015 & 16 as appropriate to support delivery of programme and contribute to others in AHP

Library resources – additional

Minimal refurbishment of Communication Skills Lab (Queen's building)

Longer time capital investment in building to support increased numbers of staff and students

Potential incentives to attract students given the demanding timescale for marketing, etc.

Risk Implications

This programme forms part of the deficit reduction plan in place for the school and faculty. A reduction in the last few years in health commissioned pre-registration courses has led to the development, for the first time, of HEFCE funded courses (another is also being planned for September 2015). Given the demanding timescale for recruitment for Sept 2014 cohort, there is a MEDIUM risk in relation to the success of this recruitment but a marketing and recruitment plan will be put in place to mitigate this.

Risk of not proceeding with this programme is HIGH.

Equality and Diversity

All appropriate processes will be in place at all stages of recruitment and during the programme, including:

- consistent application of admissions process regardless of the applicant's background, actively encourage applications from under-represented groups, in marketing literature and through outreach activities.
- individuals will be eligible to apply for the course with a variety of entry qualifications, and a wide range of subject area backgrounds. English language proficiency levels will be part of the admissions criteria; however we will work closely with INTO to incorporate the additional support courses for international students.
- 'pathways' available through the optional modules are designed to appeal to a wide range of students and backgrounds, with opportunities for areas of targeted interest. Potential opportunities for part-time study in longer term, to accommodate mature applicants' needs, and some of the study modules as distance learning / on-line modules.
- Disability and Equal Opportunities officer in AHP and Personal Advisor.
- range of teaching, learning and assessment methods to accommodate different learning needs. All learning materials will all be made available in advance via Blackboard and as such students will be able to prepare and adapt materials to suit their needs prior to and following all learning events.

Timing of decisions

The recommendations contained in this proposed course relate to recruitment for a programme commencing in September 2014. The original plan was for the course to accept its first cohort in Sept 2015; however the Faculty Dean has recently requested a Sept 2014 start. This accounts for the timescale and the request for approval in principle pending full review by FMH LTQC.

Further Information

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Background

See above regarding the start of this course being brought forward as part of the schools deficit reduction plan)

Discussion

The Business case for the proposed course has been approved by FMH Executive. The timescale and urgent need to get a marketing and recruitment strategy in place means we are asking the committee to consider approving this course in principle. Marketing and recruitment activities can then begin for admission in Sept 2014. The programme specification will then be returned to FMH LTQC for appropriate critical read and further refinement before final approval is requested.

Attachments

Document A – CP1 for new programme.

Document B – Overview of proposed new BSc Programme



University of East Anglia

LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
COURSE AMENDMENTS
with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code				
BSc Speech & Language Sciences	<input checked="" type="radio"/> Y	<input type="radio"/> N					
School(s) of study & Faculty							
School of Allied Health Professions; Faculty of Medicine & Health Sciences							
Proposer & proposer's school							
Dr Zoe Butterfint (AHP)							
Proposed start date (of new course or of changes)				<i>note 2</i>			
Sept 2014							
This proposal requires: <i>note 3</i>	Prior approval by Council		Y	N	Prior approval by LTC	Y	N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Business Case
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	AHP	
	b	FACULTY or FACULTIES	FMH	
	note S1c	c	JOINT COURSE? (ie owned/taught by more than one School)	YES
				NO
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Zoe Butterfint (TBC)	
e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A		
S2	a	COURSE TITLE	Speech & Language Sciences	
note S2a				
note S2b	b	COURSE CODE		
note S2c & S2d	c	AWARD	BSc (Hons)	
	d	EXIT AWARD(S) AND TITLE(S)	BSc (Hons) (exit on completion of 360 credits) DipHE (exit on completion of 240 credits) CertHE (exit on completion of 120 credits)	
	e	FULL/PART-TIME (please specify)	Full time in the first instance; it would be possible, on subsequent expansion of the course, to structure a part time route.	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich; it would be possible, on subsequent expansion of the course, to develop distance learning /on-line modules	
	g	AVAILABLE FROM:	September 2014	
S3	a	PROFESSIONAL AWARD (if any)	N/A	
	note S3a	ACCREDITING/VALIDATING BODY (if relevant)	N/A	
		note S3b	Website (URL)	
			Date when accreditation/validation may take place	N/A

S4 <i>note</i> S4	LEVEL	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate	✓		
		Integrated Masters			
		Masters			
		Other postgraduate (please specify)			
S5 <i>note</i> S5a	a	DURATION (years or months)	3 years		
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time (see S2e above)		
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	✓	NO	
		If YES, does this conform with the UEA's code of practice on placements?			✓
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	Given the innovative nature of this programme, no one subject benchmark statement will apply in its entirety. The programme will draw on benchmark statements for Speech & Language Therapy, Psychology, Linguistics, and English Language, as appropriate to the learning outcomes for the programme.			
S8 <i>note</i> S8	ENTRY REQUIREMENTS	A-levels: AAB – ABB (320 + pts) plus usual equivalents			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case				
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case				
S11 <i>note</i> S11	FURTHER INFORMATION available via...	Proposer directly and information to be developed for website if approved.			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities				
<i>note</i> S12	<p>This innovative 3 year BSc honours degree is aimed at students with an interest in the whole spectrum of communication and human speech and language: in particular how it develops; how it can vary according to different contexts and circumstances; how we use different aspects of communication both consciously and sub-consciously in our daily lives; and how it can become impaired across the lifespan. The programme looks at speech, language and communication <u>in use and in context</u>, and enables students to apply their skills and knowledge to real-life situations in which communication plays a major role.</p> <p>This degree draws on a range of academic disciplines including linguistics, phonetics, psychology, neurology, audiology, education and speech and language pathology. It offers students, via its modular design and links with other schools of study, the opportunity to choose modules for advanced study in years 2 and 3, enabling them to focus on particular aspects of human communication that interest them.</p> <p>The degree builds knowledge and practical skills in many areas of human communication and aims to produce graduates who are equipped to excel in a range of employment settings or in further study. Via the professional skills modules in each year of the course, students have the opportunity to develop specific transferable skills</p>				

	<p>of value in the labour market, including CV writing, interview skills, project management, presentation and problem-solving skills. An 8 week work-based placement at the start of year 3 allows students to put these skills into practise in a setting appropriate to the focus of their studies, examples could include – SIS, Aviva, County Council Education departments and schools, BBC Look East, Anglia Television, EDP, Customer Services, Public Relations, voluntary agencies and charities.</p> <p>The innovative nature of the programme, combining defined choice modules with work-based placements, will provide students with both breadth and depth of learning, enabling them to pursue a wide and varied range of employment opportunities, specifically this programme will provide a strong academic basis for those –</p> <ul style="list-style-type: none"> • wishing to pursue professional courses (e.g. Speech & Language Therapy, Psychology, Law) at postgraduate level; • wishing to develop academic careers by pursuing Masters and Doctoral level programmes; • wishing to pursue a career where communication skills are key, for example, personnel management, public relations, broadcasting and journalism, government agencies (e.g. the Intelligence Services, MI5 actively recruit individuals with speech and language science backgrounds); • considering a career in education, for example those wishing to complete PGCE, social work, or any of the other caring professions.
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****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The key objectives at the heart of the rational for this proposed new programme are:</p> <ol style="list-style-type: none"> 1. to generate income for a school that is heavily reliant on our strategic health authority contracts. 2. to capitalise on existing infrastructure and expertise 3. to diversify & expand the school 4. to increase employability opportunities for graduates 5. to increase entry tariff for students in AHP 6. to capitalise on a developing market for similar courses <p>The rationale are explored in more detail below.</p> <p>1. INCOME GENERATION Currently approximately <u>89% of the income into the School of Allied Health Professions is from external (SHA & successor body) contracts.</u> The existing taught programmes in the school are funded primarily from these contracts and as a result are reliant on changes in the health service which are beyond our control. The long-term nature and implications of these changes are far from clear.</p> <p>Recent changes, and on-going discussions in a small number of our (SLT) competitor institutions, suggest pre-registration education for health professionals may in the future move towards the US model, i.e. students undertake a general UG</p>

degree, with postgraduate professional specialisation and subsequent registration, via master's level courses. It is currently unclear whether this will in fact be the case in the UK, and it would be unwise for AHP to make immediate changes in this direction in the current climate.

To strengthen the position of AHP and ensure its future the school needs to diversify and find ways to become less reliant on SHA / external contracts.

Students admitted to the proposed programme would be fee-paying students, i.e. £9000 p/a, and the nature of the programme would make it easier to accommodate international students (which is currently difficult, if not impossible on the SLT programme) who would be each paying fees of approximately £12000 p/a (based on fees in other schools).

To exemplify the potential net income to the school, although a very basic calculation, 20 home students per year over 3 years, plus for example 5 international students per year over 3 years, would provide a net income of £720,000 over 3 years. With the cap removed on ABB+ student numbers, this number could, potentially, be much higher in the longer term.

2. CAPITALISE ON EXISTING INFRASTRUCTURE & EXPERTISE

AHP currently offers a BSc in Speech & Language Therapy. In the 2012 NSS 97% of students on this programme judged the teaching to be of good quality, ranking us joint 2nd with Birmingham City University and Leeds Metropolitan University. Speech & Language Therapy draws on a range of academic disciplines which would be shared with the proposed new programme and the evidence suggests that we are already well placed to deliver these with a high degree of success.

Expertise and experience to develop and deliver the proposed programme already exists in AHP; however, the capacity to do so would need to be increased with additional staff members. Additional staff recruited would be able to contribute to teaching provision across the school, not only the proposed course and existing SLT programme, but some of the interprofessional modules, and would also contribute to the research and E&E agenda of the school.

In addition, the professional programmes in the school include a number of clinical placements. As a result the infrastructure and experience already exists to support the proposed work-based placement in year 3, and members of faculty already have considerable experience in managing students on placement. It is anticipated that additional support would be needed in the placement office however.

3. DIVERSIFICATION & EXPANSION

The changing face of higher education and, as discussed under pt. 1 above, the changes in the NHS and the unpredictable future of education provision for allied health professionals, leave a school like AHP in quite a vulnerable position. This, coupled with the potential already in the school in terms of expertise and experience, means we have to take the opportunity to expand and diversify the provision in the school.

The proposed programme would allow us to

- build on the expertise and resources (i.e. communication lab) already in the school (therefore, while some investment in staff and facilities would of course be necessary, much of the existing infrastructure is already in place)
- recruit new staff from a wider academic field, i.e. other aspects of speech, language & communication, thus building research capacity and expanding our communication-related research base, bringing with them a wider range of external funding opportunities and potential PGR students
- increase our relationships and shared working with other schools. There is

almost infinite potential for shared modules with a range of schools, e.g. EDU, COMP, PSY, NBS, LCS, etc. Sharing modules in this way would allow us to provide a greater choice of specialisation for our students, while ensuring through the reciprocal arrangement, that module numbers were viable. Course leaders from EDU are already very interested in being involved, and MED have raised the possibility of their intercalating students being interested in some of our optional modules (I include some of their comments in later relevant sections).

- provide a non-clinical exit route for the current SLT programme when appropriate
- in the longer term develop a greater number of both professional and non-professional MSc programmes for which the proposed programme could be a 'feed channel'. Two more immediate follow-on developments would include the development of a 2 year MSc in SLT for students from this and external programmes leading to professional registration (commissioned numbers permitting) and potentially a 1 year MSc aimed at SLT graduates wanting to specialise in a particular area. The latter would be fee paying students and course could be similar to those offered at some of our competitor institutions, e.g. Sheffield.

4. EMPLOYABILITY

A key factor in student choice of HEI is graduate employment. This course has been deliberately designed to embed employability skills during all three years. We need to ensure that the graduates from AHP have the widest possible opportunities for employment and have the skills needed in the labour market. The proposed course aims to fulfil both those aspects.

Communication skills are vital to all aspects of our daily lives, and the proposed programme will produce graduates who not only understand how speech and language skills develop, vary and change, but also how we use these skills: how we use them in the work place; how we use them to influence people; how they can be adapted and modified to suit the setting and audience; the psychology behind how we communicate; and how to analyse different aspects of speech and language for a range of purposes. The programme will allow students to develop both breadth and depth on knowledge in these areas and the work-based placement in year 3 will allow them to put these skills into practice. Professional Skills / employability modules across all three years of the programme will specifically develop students' skills, both in terms of CV writing, interview technique, etc., but also in terms of relating studies and extra-curricular activities to employability. Only 1 of the existing courses we identified as potentially similar (even remotely) to the proposed programme offered students a work-based placement. This would put AHP at a considerable advantage.

Knowledge and skills in these areas are vital in a wide range of employment areas, and as such graduates with degrees similar to the one proposed have a considerably larger range of opportunities than many of their peers. These opportunities are outlined in section S12 above, and BC3.1 below.

5. ENTRY TARIFF

One of the priorities identified in the FMH strategic plan 2012-2016 is to increase the proportion of students entering at AAB & ABB to 50% and 75% respectively.

Our market research revealed only 2 existing courses at other HEIs that were similar in content /outcomes and structure to the one proposed here: Sheffield & City Universities. The published entry requirements for these two (recently developed <5 years) courses are AAB and ABB respectively. A further 27 courses

were identified that shared some aspects of content with the proposed course; examination revealed that for 12 out of the 27 the published entry requirement was at least 320pts.

Examination of the KIS data from those 27 courses revealed that, for the period 2009-2011 and where data was included, the average number of students taking up places with <320pts was 63%. In the 1994 institutions included in this group, that figure was 71.5%. When only institutions within the Russell and 1994 groups are considered, this figure rises to 82.5%.

6. DEVELOPING / CHANGING MARKET

In AHP we have the opportunity to lead the market by providing a contemporary programme that meets employers' needs.

The recent development (<5 years) of two very similar programmes in competitor institutions suggest a developing market for courses of this kind: courses allowing exploration of the different aspects of communication across the lifespan and society, including impairment, and providing students with an opportunity to tailor their module choices along particular lines of interest and future employment or study goals.

A change has also been seen in recent years in the more traditional, established 'linguistics / communication' programmes. In response to changes in employability and graduate career development these courses are being forced to adapt and make what they offer more directly 'useful' to attract students. In AHP we already have much of the infrastructure and expertise to make this happen.

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
BC1.1	How does the proposal fit with the University's Corporate Plan?	
<p><i>note BC1.1</i></p>	<p>The proposed programme would make a substantial contribution to a range of the aims and targets outlined in the UEA Corporate Plan 2012-16, and in the Faculty and School specific Strategic Plans. Many of the ways in which this contribution would be achieved are outlined in preceding sections and many are further developed in the full programme specification.</p> <p>Examples of the ways in which the proposed programme will meet the requirements in the UEA Corporate Plan and the New Academic Model include:</p> <p>The Student Educational Experience</p> <ul style="list-style-type: none"> • (4) Each Faculty to increase the proportion of students entering at the grade thresholds AAB and ABB to achieve at least 50% AAB and at least 75% ABB by 2015 (see section S13 pt. 3) • (5) Contact time to reach or exceed the 1994 group average by 2014 – the average weekly contact time will be 10-12 hours, plus directed independent study. • (7) Scheduled small group contact with academic staff has also been factored in to the programme specification via small group tutorials and drop-in sessions. • (8 & 14) Feedback on academic work within 3 weeks of arrival – a formative piece of work is planned for week 3; a volume of written work in excess of 100,000 words over the 3 years is factored into the programme specification. <p>The above will support the UEA's ambitions for students support and good honours.</p> <p>Research with Impact, and Engagement Enterprise and Entrepreneurship</p> <ul style="list-style-type: none"> • This proposal has the potential to build research and enterprise capacity in this field with additional and diverse staff recruitment. Additional staff will complement existing areas of business, as well as bringing with them the potential to develop new areas. • Opportunities to develop strong partnerships with Government bodies, businesses and other outside agencies through honorary contracts and placement provision. Such partnerships will be an opportunity to 'extend our sphere of influence', increasing impact and providing opportunities for development. 	

	Employability and Graduate Career Development					
	<ul style="list-style-type: none"> Employability 'touch-points' embedded throughout the 3 years and placement experience provided in year 3, as well as professional skills teaching and masterclasses, to ensure maximum graduate employability. 					
	Internationalisation					
	<ul style="list-style-type: none"> This programme will support the school's ambition to have greater international student numbers (not easily achievable on pre-registration programmes). <p>There is also the potential in the longer term for overseas placements.</p>					
BC1.2	Proposed Recruitment Strategy					
<i>note</i> BC1.2	If the course is to recruit for September 2014 as originally planned this will require some very targeted marketing, and support from ARM would be required. We would need to consider possible incentives for potential students, and would need to target secondary schools / colleges in a more direct way than for usual recruitment via UCAS.					
BC1.3	Partnership and commercial sensitivity					
<i>note</i> BC1.3	Has this proposal, in outline, been approved by the Partnerships Office?	<table border="1"> <tr> <td>YES</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>NO</td> <td><input type="checkbox"/></td> </tr> </table>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
YES	<input checked="" type="checkbox"/>					
NO	<input type="checkbox"/>					
	Please paste their comments below					
	<i>"There are no implications for partnerships on this"</i> Sally Walker (Head of Partnerships) via e-mail.					

BC2 <i>note</i> BC2	MARKET RESEARCH	Consult with Market Research team
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	<ul style="list-style-type: none"> ➤ No other UK institutions offer identical courses (in terms of modules & the opportunity of work-based placement) ➤ 3 institutions offer programmes which, from published information, appear very similar: Sheffield, City & UCP Marjon (however data is not available for UCP Marjon, though the course is still advertised) ➤ A further 27 courses would be considered <u>similar in certain aspects</u>, i.e. certain, but limited areas of content, and so could therefore be considered to potentially be attractive to our target market. 	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	Not that we are aware of.	

BC2.3 note BC2.3	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?																																																																						
	<p>Data was obtained from UCAS for the existing programmes that are a) very similar, and b) related in some aspects of content.</p> <p>a) Closely related programmes (n=2) <u>369 applications and 128 accepts (places converted)</u>. It must be noted that the courses from which this data have been obtained have been in existence for less than 5 years (the standard UCAS data period); the data therefore relates to the 2009-2011 period.</p> <p>Of these 1 is a Russell Group university, and neither are within 150 miles of UEA.</p> <p>This data breaks down as follows –</p> <table border="1"> <thead> <tr> <th>Institution</th> <th>Course</th> <th>Entry Tariff</th> <th>Application No.</th> <th>Accepts No.</th> </tr> </thead> <tbody> <tr> <td>Sheffield</td> <td>Human Communication Sciences</td> <td>ABB</td> <td>326</td> <td>108</td> </tr> <tr> <td>City</td> <td>Human Communication</td> <td>AAB</td> <td>43</td> <td>20</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>369</td> <td></td> </tr> </tbody> </table> <p>b) Related programmes (in some aspect of content)</p> <ul style="list-style-type: none"> ➤ Of these 26 'related' programmes, 11 are Russell Group universities, 4 are 1994 group, and the remainder are neither. ➤ 8 are within 150 miles of UEA and of these <ul style="list-style-type: none"> ○ all but 1 are traditional Linguistic / English Language type programmes; ○ 3 are 1994 group universities ○ 1 is a Russell group university <p>The UCAS data aggregated for 2010-12 for these institutions breaks down as follows –</p> <table border="1"> <thead> <tr> <th>Institution</th> <th>Course</th> <th>Entry Tariff</th> <th>Application No.</th> <th>Accepts No.</th> </tr> </thead> <tbody> <tr> <td>Aberdeen</td> <td>Language & Linguistics</td> <td>BBB</td> <td>91</td> <td>9</td> </tr> <tr> <td>Anglia Ruskin</td> <td>English Language & Linguistics</td> <td>220-260</td> <td>155</td> <td>28</td> </tr> <tr> <td>Bangor</td> <td>Linguistics</td> <td>260-320</td> <td>24</td> <td>8</td> </tr> <tr> <td>Edinburgh</td> <td>Linguistics</td> <td>AAA-BBB</td> <td>323</td> <td>31</td> </tr> <tr> <td>Essex</td> <td>English Language, Language Acquisition & Disorder</td> <td>300</td> <td>0</td> <td>0</td> </tr> <tr> <td>Essex</td> <td>Linguistics</td> <td>BBB</td> <td>64</td> <td>6</td> </tr> <tr> <td>Hertfordshire</td> <td>English Language & Communication</td> <td>300</td> <td>81</td> <td>3</td> </tr> <tr> <td>King's College London</td> <td>English Language & Communication</td> <td>AAB</td> <td>865</td> <td>105</td> </tr> <tr> <td>Lancaster</td> <td>Linguistics</td> <td>AAA-AAB</td> <td>85</td> <td>0</td> </tr> </tbody> </table>	Institution	Course	Entry Tariff	Application No.	Accepts No.	Sheffield	Human Communication Sciences	ABB	326	108	City	Human Communication	AAB	43	20	TOTAL			369		Institution	Course	Entry Tariff	Application No.	Accepts No.	Aberdeen	Language & Linguistics	BBB	91	9	Anglia Ruskin	English Language & Linguistics	220-260	155	28	Bangor	Linguistics	260-320	24	8	Edinburgh	Linguistics	AAA-BBB	323	31	Essex	English Language, Language Acquisition & Disorder	300	0	0	Essex	Linguistics	BBB	64	6	Hertfordshire	English Language & Communication	300	81	3	King's College London	English Language & Communication	AAB	865	105	Lancaster	Linguistics	AAA-AAB	85	0
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Leeds	English Language & Linguistics	AAB	275	20
Leeds	Linguistics & Phonetics	AAB-ABB	228	31
Manchester	Linguistics	AAB-BBB	276	20
Newcastle	Linguistics	ABB	212	9
Oxford Brookes	English Language & Communication	BBC	344	16
Queen Mary London	English Language & Linguistics	320	451	46
Queen's University Belfast	English & Linguistics	ABB	29	0
Salford	Linguistics	260-300	18	0
SOAS (London)	Linguistics	AAB	79	15
Sheffield	English Language & Linguistics	AAB	839	72
UCP Marjon	Linguistics & English Language	220	20	4
UCP Marjon	Speech Sciences		23	6
UCL	Linguistics	AAA-ABB	273	36
Wolverhampton	English Language & Linguistics	200	57	16
York	Linguistics	AAB	227	23
York St John	English Language & Linguistics	200-260	484	60
TOTAL			5612	

We also obtained UCAS data for the applications to the professional Speech & Language Therapy programmes (those leading to professional qualification). Given the competition for places on these course, and the current drop in commissioned places it was useful to consider the numbers of applicants interested in this area.

Institution	Course	Entry Tariff	Application No.	Accepts No.
Birmingham City	Speech & Language Therapy	BBB	1424	126
Cardiff Metropolitan	SLT	BBB	150	10
City University	SLT	AAB	758	83
De Montfort	SLT	BBB	859	56
Leeds	SLT	ABB	798	88
Manchester	SLT	AAB	1113	87
Manchester Metropolitan	SLT & Psychology & SLT	ABB	885	102
Newcastle	SLT	AAB	443	68
Plymouth & Mark St John	SLT	ABB	463	71
Queen Margaret Edinburgh	SLT	AAB	674	56

	Reading	SLT	AAB	1147	51
	Sheffield	SLT	ABB	678	49
	Ulster	SLT	BBB	817	41
	TOTAL			10209	
BC2.4	<p>What is the evidence for current and future demands for the course from</p> <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 				
	<ul style="list-style-type: none"> • A number of competitor institutions have recently developed courses similar to that proposed, and the application numbers currently available suggest there is a market (at ABB+ level) for such a course. NB. None of these currently offer work-based placements. • Investigation & comparison of course documents from other more 'traditional', related programmes reveal a recent change in emphasis. For example the inclusion of more a greater range of modules, including communication in education, business, speech pathology (not SLT), etc., to appeal to students wanting skills linked to communication. • We attempted, via Dave Rutt (Business Development Manager) to consult with a number of public service and private sector agencies to obtain their thoughts and feedback on the proposed course and the extent to which it would fulfil their requirements of graduates. Unfortunately this exercise not able to be undertaken given the timeframe. We therefore contacted potentially relevant employers ourselves. The information and comments are included below – <p>MI5 & Security Services (data collected from website): <i>We need highly capable, persuasive and analytical graduates with outstanding communication skills and finely-balanced judgment; regularly recruit English Language Analysts - our team of English Language Analysts listen to lawfully intercepted conversations, picking out essential information that will help us counter terrorism across the UK; regularly advertise vacancies for (Forensic) Speech & Language Analysts – most recently November 2012</i></p> <p>PR – Account Manager (PR / Marketing Company) <i>"the course [...] lends itself to [careers in] PR & 'Marketing'. Marketing is clearly about how to communicate to an audience and the more effective the communication / language used, the more successful the marketing activity can be, so I'd say this course was relevant; I certainly think someone who'd studied this course [could] use it to their advantage when applying for a role in PR/comms – if I was interviewing them then I'd be particularly interested in any new ideas they might have and would hope that they might be in a position to bring up-to-date/informed initiatives into an industry that can be both old-fashioned and progressive (depending on the company / agency / sector); one thing I always look for when interviewing graduates is some level of experience within the PR/comms discipline OR some understanding of the general day-to-day processes and channels that are involved, such as: [...] communicating to an audience and the art of 'tone of voice'. If they could show they'd addressed some of this through the course, or applied the relevant logic in certain instances (or via projects / dissertations etc) then that would certainly benefit them; I'm [...] interested in people who may have studied a related topic (for us that would[include] English language, [...] etc etc) and who could therefore bring a fresh/unique approach or viewpoint to the work. I'd suggest that the course you're considering offering would fall into this bracket; there are also other roles within our business that would potentially be suitable for graduates who'd studied your course. For example, we have a sister company that works with clients to assist/run their bidding processes for major events (ie. a city that wants to bid to host a major sporting championships, or a venue that wants to bid to host an event or be part of a major tournament etc). Language and communication is absolutely key in these</i></p>				

	<p>roles – whether that’s conversational (presenting, negotiating, interviewing) or writing (reports, presentations, research etc)”</p> <p>Law – Wilkin Chapman LLP <i>"We seek to recruit graduates who can demonstrate, among other things, excellent communication skills, as this is one of the essential requirements for a career in the law. Having the ability to communicate effectively, with the skill to adapt the presentation of information to suit the particular client or professional in question, is vital to the service we offer and one of the things we look for when considering potential applicants. A course such as this would seem able to provide graduates with these key skills."</i></p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	Not known
	Regionally:	No
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	<p><u>Innovative:</u> by combining traditionally separate subject areas: psychology, linguistics, pathology and education into one degree programme, we would be offering students both breadth and depth of knowledge in these areas with options for student centred study.</p> <p><u>Student choice</u> for some modules to meet their career aspirations.</p> <p><u>Placements</u> offering employment experience (year 3) and skills throughout the course</p> <p>The <u>excellent UEA NSS</u> scores mean we will be well placed in the market</p>	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	<p>Career opportunities for graduates with the broad-based and specialised knowledge and skills offered by a course such as this are wide and varied. They include –</p> <ul style="list-style-type: none"> ➤ academic careers via Master’s & Doctoral level study ➤ admission to courses leading to professional qualifications / registration, e.g. Speech & Language Therapy, Psychology, PGCE, Law ➤ careers in <ul style="list-style-type: none"> ○ personnel management ○ public relations ○ broadcasting, media & journalism ○ government agencies, e.g. local council ○ intelligence services, e.g. MI5 actively recruit individuals with speech and language science backgrounds ○ legal system, e.g. courts, police service, forensic speech & language analysis ○ education ○ social work 	

	<p>A review of recent (24.4.13) career vacancies where job descriptions were matched with course specifications and learning outcomes identified that graduates could apply for:</p> <ul style="list-style-type: none"> o Admissions and Recruitment Officer, UEA o International Recruitment Officer, UEA o Communications Officer, Suffolk County Council o Probation Services Officer, Suffolk County Council o Community Relations and Equality Officer, Suffolk Police o Support Officer, Norfolk County Council, o Learning Support Officer, Norfolk Education Services o Viewer Services Officer, ITV o Policy and Campaigns Intern, Government o Research Assistant, Kings Fund <p>Salaries for the above ranged from £24,000 to £29,000.</p>
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?
	<p>See section BC2.4</p> <p>It was not deemed appropriate to consult with external examiners regarding this proposal as they are staff on the courses we would be in direct competition with.</p>

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM			
BC4.1	Student Numbers				
a	Proposed student target intake	number			
<i>note BC4.1a</i>	Full Time (Home/EU)	15 in first year (rising each subsequent year)			
	Full Time (International)	5 at steady state each year			
	Part Time (Heads)				
	Distance Learning (Heads)				
	Minimum viable intake (full times equivalents)	15			
	Maximum viable intake (full times equivalents)	50			
b	Are the student numbers:				
<i>note BC4.1b</i>	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES		NO	✓
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES		NO	✓
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	✓	NO	
	Please give a summary of how your answers to a), b) and c) above will be achieved.				
	New course with normal recruitment processes (see note BC1.2 re marketing need in year 1). Optional modules in year 2 would also have potential student numbers from EDU				

Comment [ZB1]: Awaiting confirmation re: costings and viability

Comment [ZB2]: Based on currently building capacity

	(consulted with Paola Innanone) and intercalating MED students (discussed with Mary Jane Platt)	
BC4.2	Tuition Fees	
	Please select the relevant fee schedule:	
	a) Standard Home/EU/International	✓
	b) Full-cost <i>Please consult with FFM</i>	
	c) Other <i>Please provide brief details</i>	

BC5	IMPACT					
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team				
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td style="text-align: center;">✓</td> </tr> </table>	YES		NO	✓
YES						
NO	✓					
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)					
	<p>N.B. The subject areas individually historically attract a relatively narrow student profile in terms of ethnicity and socio-economic group; however age, gender and disability are more equally represented. The proposed programme, covering as it does the whole spectrum of human communication, along with the diverse employability options outlined above, will widen the appeal.</p> <p>In a similar way to current BSc OT & PT programmes it may be possible to enrol students from Foundation degrees (i.e. Norwich City College) who achieve distinctions in those courses, thus widening the student profile.</p>					
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?					
	<p>Students will undertake work-based placements as part of the course in year 3. The locations of these placements will be diverse, e.g. local radio / newspaper offices, local government offices, local schools, etc., depending on the profile of modules chosen by the individual student. In certain of these locations CRB checks will be necessary.</p> <p>The School already sends all its students on clinical placements and therefore the infrastructure & knowledge to support this is already in place. This will require some additional administrative support.</p>					
BC 5.2 <i>note BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS					
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	<table border="1"> <tr> <td>YES</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>NO</td> <td></td> </tr> </table>	YES	✓	NO	
YES	✓					
NO						
	Although the proposed course is very different from those currently in the school and therefore would not be relevant to existing students, we did consult with them. In their responses they quite appropriately queried the impact on facilities in the school. In					

	<p>staff discussions we have identified that by the use of clever timetabling, in conjunction with the existing programmes, this could be minimised.</p> <p>Other comments received included –</p> <ul style="list-style-type: none"> ➤ <i>'it makes sense to build on the existing expertise in the school'</i> ➤ <i>'I looked at doing a course similar to this ... and there are other universities which offer similar'</i> ➤ <i>'would it fit in a school called Allied Health Professions?'</i> [NB: school name change 01.09.13 to School of Rehabilitation Sciences – this would be broad enough to accommodate a range of new courses including this one] ➤ <i>'I think it would be great to incorporate more courses....and more educational experiences'.</i> 	
b	Will any current students or applicants be affected by this proposal?	YES
		NO (go to 5.3) ✓
	<p>No impact beyond additional students in the building.</p> <p>It may be possible that the proposed course could serve as a non-clinical exit route for the current (accredited) Speech & Language Therapy programme students if necessary and /or appropriate; this would provide an alternative exit route to students enrolled on this other programme.</p>	
c	Evidence of consultation of current students and written consent obtained	
	Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?	
	N/A	
d	Informing applicants	
	What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.	
	N/A	
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty
	What is the impact / what are the resource implications of the proposal on academic staff?	
a	<p>Please give an indicative number of additional teaching hours required within the school to deliver the new course/changes to the course in any one year</p>	<p>Based on a 24 week academic year) with 10-12 contact hours per week = 240-288 hrs per year additional teaching hours. NB: based on number</p>

		of groups required for 15 students.
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES
		NO
c	Are new appointments required to meet any additional hours?	YES
		NO
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?	
	<p>Assuming a first cohort intake in September 2014 –</p> <ul style="list-style-type: none"> ➤ 1 FtE would be required during the set up phase (e.g. from Sept 2013 or Jan 2014) to support proposed course director by taking on the majority of her current teaching duties on SLT course – preferably phonetician / phonologist, and to enable some set up support. ➤ 1FtE would be required to be in post at the start of new programme (e.g. Sept 2014) to support delivery of linguistics aspects of curriculum ➤ A further 2FtE would ideally be required, one at Sept 2015 and one at Sept 2016. <p>Assuming 4 FtE between 2014-2016 a mix of ATR and ATS would allow not only for delivery of the new programme, but would build capacity within the school as a whole. New staff appointed as a result of this new programme would be in a position to contribute to the other programmes (predominantly the SLT programme, but also shared professional development modules and PBL facilitation, across the school).</p> <p>Initial appointments would be ATS lecturer level, or ATR early career researchers, again lecturer level.</p>	
e	What is the source of funding for new academic staff?	
	In the long term this would come from student fees.	
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?	
	<p>Beyond implications for University Services that any new course brings –</p> <ul style="list-style-type: none"> - in the initial programme structure we envisage a small number of modules being shared with EDU – this would be a reciprocal arrangement – EDU students could choose modules run on this programme, and SLS (Speech & Language Sciences) students could choose from a number (small in the first instance) of EDU modules. This has been discussed with Paola Innanone (BA Education). <p>It is intended that, with sufficient numbers, the programme could expand to allow students to choose appropriate modules from other schools, e.g. Business School, and again for that to be a potentially reciprocal arrangement. In the first years of the programme this would not be the case.</p> <p>NB: we circulated earlier drafts of this to all the university services potentially impacted for comment. We received comments from Careers, Partnerships Office and Becky Fitt in relation to the placements (due to a period of sick leave I have not yet been able to discuss the detail with Becky Fitt)</p>	
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?	
	Given the structure and nature of the programmes currently in the school of AHP all modules for this programme will be new modules (with the exception of the optional	

	modules currently existing in EDU).	
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES
		NO
	If YES, please specify Course name, UCAS Code(s) / Course codes	
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES
		NO
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?	
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above	N/A

BC6	PHYSICAL RESOURCES	
BC6.1 <i>note</i> BC6.1	What new or additional facilities and /or equipment are required for the delivery of this course?	
a	Classroom and study facilities	In longer term, i.e. >3 yrs, <u>depending on student numbers</u> , additional lab & teaching space & may be required.
b	Computer equipment	Some updating & addition to the PC & software provision in the Communication Lab may be required. (discussed with FFM as 5 new PCs)
c	Other equipment	Headphones and microphones associated with the above.
d	Consumables	Usual stationary etc.
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?	
	Additional copies of existing texts in first year, with small number of new specialised text books and additional journals & e-resources required for years 2 & 3 (majority of required resources already exist – additional numbers will be required for additional students).	
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES
		NO
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?	

	Placement availability in year 3 in a variety of settings, locally, nationally and possibly internationally. We are currently informally consulting with potential providers, but agreements will have to be drawn up. <u>We do not intend to pay for placements.</u> Further discussions taking place with Becky Fitt. Additional support for placement team would be likely, e.g. 0.2FtE placement administrator.		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	✓
		NO	
	If yes, please give details:		
	Given the timescale the marketing and publicity for recruitment of 1 st cohort will need to be in excess of the usual recruitment methods. We may have to consider incentives for students to aid recruitment, e.g. provision of tablet / ipad which is often seen on other programmes / institutions. Staffing costs noted above.		

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> BC7	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:			
BC7.1	Dean of Students (DOS)		
BC7.2	Deputy Dean of Students (accommodation)		
BC7.3	Director of Information Services (ISD)		
BC7.4	Director of Library Services (LIB)		
BC7.5	Careers Manager (CCEN)		
BC7.6	Head of Learning & Teaching Service (LTS)		

BC7.7	Head of Admissions (ARM)
BC7.8	Director of Planning Office (PLN)
BC7.9	Any other service or department
<i>note</i> BC7.9	

BC8	ADDITIONAL COMMENTS	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.		
<i>note</i> BC8	Is there anything further to add to the proposal from the perspective of your service and expertise?	
Date of circulation:		
BC8.1	Market Research Manager (on Section BC2)	
BC8.2	Careers Manager (on Section BC3)	
BC8.3	Equality & Diversity Manager (on Section BC5.1)	
BC8.4	Director of Planning Office (PLN) (on full Business Case)	
BC8.5	Faculty Finance Manager (on full Business Case)	
<i>note</i> BC8.5		

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
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<i>note</i> <i>BC9</i>	
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UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1		COURSE MANAGEMENT INFORMATION			
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				<input checked="" type="checkbox"/>
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	N/A				

AC2 <i>note AC2.1</i>		YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)			
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4	1	0	120 credits	CertHE
Stage 2	Level 5	2	40	240 credits	DipHE
Year Abroad / in Industry					
Stage 3	Level 6	3	60	320 credits	BSc
Stage M	Level 7				

AC3		BOARD OF EXAMINERS			
AC3.1	Is there an existing Board of Examiners?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
AC3.2a	If YES, which existing board will be responsible for the course?				
AC3.2b	If NO, please enter details for new board of examiners	Likely to need a new UG Board of Examiners for the non-clinical			

		programmes in AHP – this and others being developed.			
	Are any new external examiner(s) required?	YES	<input checked="" type="checkbox"/>	NO	
AC3.3b	If yes, how many?	2-3 over course of 3 years			

Comment [w3]: Discussions are on-going.

PS	PROGRAMME SPECIFICATION
<i>note PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
BSc Speech & Language Sciences	Not sure	2014

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	20	Research & Professional Skills 1 (RPS1)	Year long	New
TBA	Compulsory	40	Speech & Language Sciences 1 (SLS1)	Year long	New
TBA	Compulsory	30	Bio-medical Sciences 1 (BMS1)	Year long	New
TBA	Compulsory	30	Lifespan Development 1 (LD1)	Year long	New

PS1 COURSE PROFILE - <i>continued</i>	<i>note PS1</i>
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YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	30	Research & Professional Skills 2 (RPS2)	Year long	New
TBA	Compulsory	30	Speech & Language Sciences 2 (SLS2)	Year long	New
TBA	Compulsory	20	Psychology of Communication (PYC)	Year long	New
TBA	Optional	20	Developmental Disorders (DD)	Semester 1	New
TBA	Optional	20	Language Variation & Change (LVC)	Semester 1	New
TBA	Optional	20	Existing module from another school	Semester1	Existing
TBA	Optional	20	Hearing Impairment (HI)	Semester 2	New
TBA	Optional	20	Bilingualism & Cross-cultural communication (BCC)	Semester 2	New
TBA	Optional	20	Existing module from another school	Semester 2	Existing

PS1 COURSE PROFILE - <i>continued</i>	<i>note PS1</i>
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YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	30	Research Dissertation (RD)	Year long	New
TBA	Compulsory	30	Speech & Language Sciences 3 (SLS3)	Year long	New
TBA	Compulsory	20	Professional Skills & Work-based learning (PSW)	Year long	New
TBA	Optional	20	Mental Health & Learning Difficulties (MLD)	Semester 1	New
TBA	Optional	20	Speech & Language in a Legal Context (SLC)	Semester 1	New
TBA	Optional	20	Existing module in another school	Semester 1	Existing
TBA	Optional	20	Acquired Communication Disorders (ACD)	Semester 2	New
TBA	Optional	20	Directed reading (DR)	Semester 2	New
TBA	Optional	20	Existing module in another school	Semester 2	Existing

PS2 MAPPING LEARNING OUTCOMES	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop coherent arguments using a range of conflicting evidence	EDU 0B02								
<ul style="list-style-type: none"> • demonstrate a range of academic skills in their written work, including the ability and motivation to engage in independent study, to manage their time effectively, and the ability to communicate effectively, both in written and oral formats 	LD1	LD1	SLS1 BM1				RPS1 SLS1		
<ul style="list-style-type: none"> • identify, understand and reflect on the key issues regarding employability, including issues relating to their own employability and areas for development 							RPS1		
<ul style="list-style-type: none"> • construct a personal CV and, by means of a range of reflective tools, be able to identify priorities for their professional development 							PRS1		
<ul style="list-style-type: none"> • critically evaluate (at a level appropriate to Year 1) research papers, discussing the methods employed and the conclusions drawn 					RPS1				
<ul style="list-style-type: none"> • identify and analyse the different linguistics levels, structures and components of words, phrases, clauses and sentences in English, drawing on the basics of the different areas of study 			SLS1						
<ul style="list-style-type: none"> • identify and describe the production of the sounds found in English and the basics of English sound structure and function 							SLS1		
<ul style="list-style-type: none"> • confidently use the anatomical terminology associated with study of the human body and demonstrate knowledge and understanding of all the basic structures and systems of the human body 							BMS1		
<ul style="list-style-type: none"> • identify, describe and discuss the structure and 'normal' functioning of the systems and structures particularly involved in speech, language & communication, and articulate the role these structures play: respiratory 			BM1						

Comment [ZB4]: This includes both summative and formative assessment types.

system; the brain & nervous system; the sensory & somatosensory pathways; the cranial nerves; the face, jaw, head & neck, including larynx; the anatomy of swallowing; the ear and central auditory pathways									
<ul style="list-style-type: none"> describe and discuss the stages of human development across the life cycle with respect to physical, social and psychological development, specifically the development of speech, language and communication skills 	LD1	LD1						LD1	
<ul style="list-style-type: none"> identify and discuss the factors that can influence different aspects of human development, e.g. gender, culture, disability, etc. 	LD1								
<p>Other: please give details</p> <p>Practical skills – both formative and summative assessments of practical transcription & sound recognition / analysis to take place in module contact time in SLS1</p> <p>Portfolio of learning / reflective pieces of work – formative reflective items, e.g. SWOT & learning contracts, building to a Portfolio of learning across whole of year 1, in RPS1</p> <p>Formative workbooks – these will be used in modules SLS1, BMS1 & LD1 to support student learning during the modules</p>									

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
<ul style="list-style-type: none"> reflect on and discuss, via their professional portfolio, their achievements and priorities for further professional development 							RPS2		
<ul style="list-style-type: none"> design their own research project proposal, identifying the gap in the literature, the appropriate research questions and hypotheses, research design and analysis methods. 					RPS2				
<ul style="list-style-type: none"> analyse and discuss the acoustic features of speech, using appropriate techniques and representations, and discuss the link between these and speech perception 							SLS2		
<ul style="list-style-type: none"> produce, recognise and transcribe the sounds of the world's languages using the International Phonetic Alphabet 							SLS2		
<ul style="list-style-type: none"> describe and discuss a number of the major issues in grammar and evaluate the major theoretical frameworks that account for these phenomena 							SLS2		
<ul style="list-style-type: none"> discuss the key theoretical issues relating to psycholinguistics and cognitive neuropsychology and cognitive neuroscience of language and communication, including how language is processed and produced 			PYC						
<ul style="list-style-type: none"> discuss and critique the different approaches and methods of research into language processing, and the application of these frameworks to education 			PYC						
<ul style="list-style-type: none"> describe and discuss the key considerations when adapting their own communication to suit the needs of others and the context of the interaction, how breakdowns in communication can occur and ways to enhance interactions 	DD* BCC*						SLS2 HI* LVC*		

Comment [ZB5]: These include both formative and summative assessments

Comment [ZB6]: * indicates optional module

<ul style="list-style-type: none"> classify and describe developmental disorders of speech, language and communication and discuss them in relation to typical speech and language development 	DD*								
<ul style="list-style-type: none"> analyse and discuss the features of typical and atypical speech and language profiles in these populations 	DD*								
<ul style="list-style-type: none"> identify, describe and discuss the theoretical frameworks in which children's speech, language and communication difficulties can be considered 	DD*								
<ul style="list-style-type: none"> discuss the psycho-social impacts of these difficulties, in particular the evidence-base regarding their impacts on education and across the lifespan. 	DD*								
<ul style="list-style-type: none"> understand and discuss the social dimension of language and its implications 								LVC*	
<ul style="list-style-type: none"> identify key influences for language variation and change and the role it plays in identity and power relations 								LVC*	
<ul style="list-style-type: none"> discuss and evaluate the major linguistic studies in the field, and the standard methods used in sociolinguistic research. 								LVC*	
<ul style="list-style-type: none"> identify and discuss the different types of hearing loss, their possible aetiologies, and their relationship to anatomy and physiology; the impact of different types of hearing loss on speech, language and communication skills, and other aspects of development including psycho-social factors and life course issues 								HI*	
<ul style="list-style-type: none"> interpret audiological data and discuss the implications for speech perception and the effects on particular aspects of speech 								HI*	
<ul style="list-style-type: none"> discuss the roles different professionals (i.e. audiologists, teachers, healthcare professionals, etc) play in the support of individuals with hearing impairment 								HI*	
<ul style="list-style-type: none"> discuss the different ways in which hearing loss is viewed in society (both hearing and hearing impaired society) and differences in different cultures 								HI*	
<ul style="list-style-type: none"> demonstrate an understanding of the nature of bilingualism (multilingualism) from a developmental, educational and social context 	BCC*								
<ul style="list-style-type: none"> discuss the importance of cultural knowledge and its relevance to interpersonal and intercultural communication in a range of settings 	BCC*								

Comment [ZB7]: Learning outcomes in blue are those linked to optional modules and so will not necessarily apply across all students, depending on their choice of modules.

Other: please give details

Portfolio of learning / reflective pieces of work – formative reflective items, e.g. SWOT & learning contracts, building to a Portfolio of learning across whole of year 2, in RPS2

Case study – written piece of work, built around a specific case study allowing students to draw together different aspects of their learning into a coherent evaluation / discussion, in SLS 2; HI* & LVC*

Practical skills – both formative and summative assessments of practical transcription & sound recognition / analysis to take place in module contact time in SLS2

PS2 MAPPING LEARNING OUTCOMES - continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Contrast and compare contemporary perspectives on the Second World War	HIS 2C07				HIS 2B05				
<ul style="list-style-type: none"> plan and conduct a review of the relevant literature using electronic and manual searches 					RD				
<ul style="list-style-type: none"> identify and employ the appropriate research methods for their chosen study 					RD				
<ul style="list-style-type: none"> define and carry out data collection procedures, including adhering to any ethical conditions and requirements 					RD				
<ul style="list-style-type: none"> analyse and interpret the data collected and discuss the findings with reference to the appropriate literature 					RD				
<ul style="list-style-type: none"> write a dissertation that provides a comprehensive and well-written account of the project conducted 					RD				
<ul style="list-style-type: none"> describe, contrast and discuss the key theoretical frameworks in speech and language analysis introduced with primary reference to English, and use these to analyse complex data sets 								SLS3	
<ul style="list-style-type: none"> use the theoretical frameworks and analysis techniques to discuss speech and language in use – how it can be used to convey information, but also to fulfil other functions and enact social identities 								SLS3	
<ul style="list-style-type: none"> reflect on and discuss aspects of the communication process as observed / encountered during placement 						PSW	PSW		
<ul style="list-style-type: none"> discuss & synthesise learning, highlighting the importance of communication and practical communication strategies in the workplace 						PSW			

<ul style="list-style-type: none"> apply the theory and practise of good communication in a workplace environment. 									
<ul style="list-style-type: none"> reflect on their experiences to inform their future development/ CPD including interpersonal and presentation skills required for successful job interviews and the application process 						PSW	PSW	PSW	
<ul style="list-style-type: none"> discuss the variability across communication partnerships and strategies and approaches to modulating communication styles and situations 						PSW			
<ul style="list-style-type: none"> discuss mental health and learning difficulties in terms of aetiologies, causal and environmental factors in both adults and children, and the key characteristics of the communication of these individuals 	MLD*								
<ul style="list-style-type: none"> identify and discuss, with reference to the evidence-base, the psycho-social impacts of these difficulties across the lifespan 	MLD*								
<ul style="list-style-type: none"> discuss the principles of Forensic Phonetics & Linguistics, including the benefits to legal practice as well as the limitations, and discuss the key issues regarding communication and its analysis in the legal context 		SLC*							
<ul style="list-style-type: none"> analyse a range of spoken and written language in law, such as audio recordings of police interviews, courtroom interaction and written legal documents 		SLC*							
<ul style="list-style-type: none"> identify and discuss the causes of acquired speech and language disorders, and their impact on the different levels of communication 								ACD*	
<ul style="list-style-type: none"> discuss, with reference to the evidence-base, the psycho-social impacts of acute onset, progressive and non-progressive conditions 								ACD*	
<ul style="list-style-type: none"> demonstrate in-depth understanding, with synthesis of information, of their chosen topic 	DR*								
<ul style="list-style-type: none"> provide a clear, detailed account of the state of current knowledge in a particular field 	DR*								
<ul style="list-style-type: none"> identify potential areas of future investigation based on the findings of their in-depth study 	DR*								
<p>Other: please give details</p> <p>Case study – written piece of work, built around a specific case study allowing students to draw together different aspects of their learning into a coherent evaluation / discussion, in SLS 3, ACD*</p> <p>Portfolio of learning / reflective pieces of work – formative reflective items, e.g. SWOT & learning contracts, building to a Portfolio of learning across whole of year 3, in PSW</p>									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

No one set of benchmark statements will apply to this programme, so it is therefore difficult to use those to explicitly demonstrate learning progression. Progression can be demonstrated in a more descriptive fashion however.

- Three of the four compulsory modules making up year 1 are explicitly designed to provide the building blocks for the modules, whether compulsory or (programme specific) defined choice, in years 2 & 3. These modules cover the three major areas of core knowledge necessary for study of speech and language sciences: linguistics & phonetics; bio-medical sciences; human development. The content of the three subject specific modules will integrate together, e.g. physical development in the Lifespan Development module will harmonise with the anatomy & physiology introduced in the Bio-medical sciences module. The theoretical and practical skills introduced in the Speech & Language Sciences module will provide the basis for all the other modules students could undertake whether compulsory or defined choice.
- The compulsory modules in year 2 build the knowledge and skills in year 1. Speech & Language Sciences 2 takes the foundation knowledge and practical analysis skills and applies them to non-standard forms of English as well as other languages of the world. Further theoretical frameworks are introduced and the practical analysis skills advanced to enable analysis of more complex phenomena. The Psychology of Communication module builds on students' learning regarding typical lifespan development and expands this to specifically focus on the psychological aspects of speech and language, and more advanced cognitive and social aspects of communication. The defined choice modules in Year 2 require the theoretical and analytical skills of both year 1 and compulsory year 2 modules and either require students to consider speech & language pathology or the complex issues of how communication varies and the factors influencing the ways in which we communicate. The cognitive demands of the year 2 modules extend the learning of year 1 and challenge the students with unfamiliar concepts and aspects of communication. Skills and knowledge gained in the compulsory modules is applied in the choice modules, e.g. the skills of acoustic analysis of speech, and an understanding of the features of the acoustic signal of speech sounds (speech & language sciences module) is key to understanding certain aspects of hearing impairment (defined choice module); to appreciate the variation seen in speech and language as a function of bilingualism, or as a marker of social identity (defined choice modules) advanced analytical and transcription skills are key (speech and language sciences).
- In a similar way year 3 core modules require students to evaluate and critique advanced theories and aspects of speech, language and communication, using the skills acquired in previous years. The dissertation module requires students to take responsibility for a piece of empirical research, putting into practice the skills acquired throughout the course.

The research and professional skills modules in each year of the course take the students from the basics of core academic study skills, relevant to all aspects of the

course and progression, through to the advanced library and data analysis skills required for year the 3 dissertation module. Students begin by reflecting on the different key skills for employability and identifying aspects of their own employability that require development, gaining a deeper appreciation of the demands and challenges of employment and the labour market, and progress through the requirements for acquiring key skills, CV writing, (self) presentation skills, personal statements, etc., to putting these skills into practice in the workplace.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

All modules are designed to include both formative and summative assessments. The formative elements will take varied formats and will include self-marked, peer-marked, on-line, and formally submitted tasks & workbooks, as appropriate to the module. As a general model year long modules will include 2 summative pieces of work; semester long modules only one.

The planned assessments break down as follows – **NB this does not include formative tasks that would be part of day to day learning events, just pieces of work that would count as ‘assessment’**

YEAR	MODULE	FORMATIVE	SUMMATIVE
1	Research & Professional Skills	1	2
	Speech & Language Sciences	1	2
	Bio-medical Sciences	1	1
	Lifespan Development	1	1
	TOTAL	4	6
2	Research & Professional Skills	1	2
	Speech and Language Sciences	1	2
	Psychology & Communication	1	1
	Option 1	0	1
	Option 2	0	1
TOTAL	3	7	
3	Research Dissertation	0	1
	Speech & Language Sciences	1	2
	Professional Skills & Work-based Learning (excluding pass / fail placement assessment)	1	2
	Option 1	0	1
	Option 2	0	1
TOTAL	2	7	

A mixture of assessments types have been deliberately chosen

- Essays
- Case studies
- Extended short answer class tests
- Practical skills tests
- Oral presentations (including PPT)
- Lab reports
- Portfolios & development discussions
- Dissertations

to enable students to demonstrate the range of transferable skills required for the labour market. The nature of assessment is also designed around the learning outcome / subject area itself.

A system of continuous assessment will operate on this programme: assessments will be scheduled throughout the academic year with feedback provided within the 20 day requirement of the university. Using the feedback sheets already in existence in the school, this will include both feed-back on the assessment submitted, but also feed-forward comments for future assignments. Individual written feedback will be provided for each summative assignment, along with a report to the cohort on 'what students did who achieved high marks in this assignment' being posted to BB. Pre-submission advice will be available, either live to the whole group, or in the form of on-line materials, prior to each summative assessment. Individual pre-submission advice will follow the school guidelines and relate to level of study.

Individual discussion regarding assessments will be a key part of the role of the personal advisor, as will the end of year personal development meeting for each student.

The cognitive demands of the assignments will increase, to support student progression, across the three years. For example course tests (in the form of MCQ and extended short answers) occur as appropriate in years 1 and, where appropriate 2, where key learning outcomes involve the acquisition of knowledge and analysis skills.

In year 3 students will have the opportunity to carry out formative presentations and discussions in the presence of employers, who will provide formative feedback on different aspects to enable them to develop the skills needed for employment.

The school will also be operating a Peer-Assisted Learning scheme, and students on this programme will be included in that (current students, though on very different programmes of study, will still be able to support the students on the new programme).

PS4	EXAMINATIONS	<i>note PS4</i>	
		Written	Practical (e.g. OSCES and OSPES)
How many modules will include an exam element?		0	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

Comment [ZB8]: No examinations are planned for this course that would be of the kind defined by the university as examinations. Practical skills tests, both formative and summative, will take place in some modules, but these will be organised as part of the learning experience during the modules, rather than separate examinations. A small number of class tests will be used in some modules, but organised in the same way (local support & LTS) as currently in the school.

PS5	EQUALITY & WIDENING PARTICIPATION	<i>note PS5</i>
PS5.1	<p>How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?</p> <p>The admissions procedures and criteria will be consistently applied regardless of the applicant's background, and the admissions process will actively encourage applications from under-represented groups, both in the marketing literature and through outreach activities. To allow for non-standard entry routes, individuals will be eligible to apply for the course with a variety of entry qualifications, and a wide range of subject area backgrounds. English language proficiency levels will be part of the admissions criteria; however we will work closely with INTO to incorporate the additional support courses for international students.</p>	
PS5.2	<p>What steps have been taken to ensure an inclusive curriculum?</p> <p>The range of 'pathways' available through the optional modules, offering students the opportunity to explore areas of the application of speech, language and communication, are designed to appeal to a wide range of students and backgrounds, with opportunities for areas of targeted interest. Although not planned to be available immediately the course structure would lend itself well to part-time study, to accommodate mature applicants' needs. There are also opportunities to develop, in future years, some of the study modules as distance learning / on-line modules. The timing of the work-based placement in year 3 will take into account varying religious practices as far as possible. In the wider school all learning events are covered by the Faculty's policy regarding equal opportunities. AHP has a Disability and Equal Opportunities officer and students will be encouraged to discuss issues with them or their Personal Advisor.</p>	
PS5.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</p> <p>A range of teaching, learning and assessment methods have been included in the programme design to accommodate different learning needs, and provide all students with the opportunity to shine. There will be a mix of in-class, practical, written, and oral assessment methods used. All learning materials will all be made available in advance via Blackboard and as such students will be able to prepare and adapt</p>	

Comment [ZB9]: The details of the admissions process require further detailed discussion with the admissions team

	<p>materials to suit their needs prior to and following all learning events. The school has facilities for lecture capture, which will be used in all cases where timetabling allows, and resulting materials will form part of the materials on Blackboard. Where individuals have specific learning needs materials will be adapted. Many of the modules in the course will make extensive use of video and audio material as well as the more traditional hard copy resources.</p> <p>A significant proportion of the Professional Skills module in year 1 will be focused on study skills and exploration of learning styles. This, in conjunction with personal advisor discussions and reflection as part of the school's Professionalism Charter, will support students in this area.</p>
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PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>This programme has been specifically designed with employability in mind. Professional skills modules have been included in all three years of the programme with associated assessments, including in year 3 an assessed (pass/fail) work-based placement. As the module descriptors outline, the three professional skills modules aim to combine study skills and skills of self reflection with specific employability skills including CV writing, interview technique and the application process and documentation. These modules will involve considerable input from the Careers Service and potential employers, and the assessments will include verbal presentations, reflective discussions and written work to cover all aspects of the skills and attributes required to succeed in the job market. The learning outcomes (and learning contracts) forming part of the assessment work-based placement will concentrate both on the different aspects of communication skills needed, but also on the other transferrable skills needed for employment.</p> <p>The two recently developed similar programmes (Sheffield & City University) are too new to have reliable employability statistics. Investigation of programmes sharing aspects of content (see section BC2.3) reveal employability rates of 75-95% (average 90%, some data estimated).</p>	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
note AC4	Number of existing COMPULSORY modules	0		
	Module outlines attached? (as Appendix 1 to this form)	YES		NO

AC6	NEW MODULES	
note AC6	How many new modules are being proposed?	18
Please complete a table AC6.x for each proposed new module		

Comment [w10]: Although several of the pathology related choice modules are very similar to some of those offered on the BSc Speech & Language Therapy programme, it is not possible to link into these modules, beyond using existing resources, given the highly integrated problem-based learning structure of that programme. The timing and duration of those modules cannot be fitted to this programme. However, these opportunities will continue to be explored.

AC6.1	NEW MODULE			
Module Title	Research & Professional Skills 1			
Level	4			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Year long			
Likely Module Organiser	TBA			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus based			
Brief Description	This module aims to introduce students to the key skills required to succeed in Higher Education and in the world of work. Three key areas are explored: study skills, employability skills, and introductory research methods. This module draws on expertise and resources from the Learning Enhancement Team to help students develop the necessary skills of academic writing, note-taking, time management, independent study skills & referencing conventions; and the Careers Service to help them understand the pressures and demands of the workplace and ways of enhancing their CV, self-presentation and reflective practice. The module also introduces the notion of the evidence-based and essential research methods training such as the impact research has			

	on society, research questions and hypotheses, literature searching, the basics of research ethics, research design, analysis and interpretation of data.
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • demonstrate a range of academic skills in their written work, including the ability and motivation to engage in independent study, to manage their time effectively, and the ability to communicate effectively, both in written and oral formats • identify, understand and reflect on the key issues regarding employability, including issues relating to their own employability and areas for development • construct a personal CV and, by means of a range of reflective tools, be able to identify priorities for their professional development • critically evaluate (at a level appropriate to Year 1) research papers, discussing the methods employed and the conclusions drawn • identify and understand the basics of designing research studies, including web-based literature searches, key ethical issues, analysis techniques and descriptive statistics <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ develop key skills of groups working and leading a discussion, preparing group presentations, library skills and resource management <p>and via the assessments</p> <ul style="list-style-type: none"> ○ reflect on their own skills in a critical but constructive manner ○ self-directed study, reasoning and problem-solving
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Cottrell, S. (2008) <i>The Study Skills Handbook</i>. (3rd Ed). Basingstoke: Palgrave Macmillan.</p> <p>Thomas, G. (2009) <i>How to do your research project: a guide for students in education and applied social sciences</i>. London: Sage Publications Ltd.</p> <p>Walliman, N. (2011) <i>Research methods: the basics</i>. London; New York: Routledge</p>

AC6.1 NEW MODULE			
Module Title	Speech & Language Sciences 1		
Level	4		
Credit Value	40		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	This module aims to introduce students to the different aspects of the study of speech, language and communication. The module will provide students with an overview of the core disciplines of linguistics and phonetics and will focus on the theories and analysis techniques required for a thorough understanding of the English language. This module will provide the basis for the analysis techniques used in future modules.		
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • discuss and describe the key areas of study: phonetics, phonology, morphology, syntax, semantics, discourse and pragmatics, as applied to 'typical' communication • identify and analyse the different linguistics levels, structures and components of words, phrases, clauses and sentences in English, drawing on the basics of the different areas of study • identify and describe the production of the sounds found in English and the basics of English sound structure and function • produce, recognise and transcribe the sounds of English using the International Phonetic Alphabet <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ search out and synthesise new information ○ use their problem –solving skills to construct and refine an argument ○ analyse data in a logical manner and present it in a standard format ○ construct accurate technical descriptions 		

	and via the assessments <ul style="list-style-type: none"> o learn time management skills, the skills of independent, self-directed study and working to deadlines
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Ballard, K. (2007) <i>The Frameworks of English: introducing language structure</i>. (2nd Ed) London: Palgrave MacMillan</p> <p>Borjars, K. & Burridge, K. (2010) <i>Introducing English Grammar</i>. (2nd Ed) Abingdon: Hodder Education</p> <p>McAllister, J. & Miller, J. (2013) <i>Introductory Linguistics for Speech and Language Therapy Practice</i>. Oxford: Wiley Blackwell.</p> <p>O'Grady, W., Dobrovolsky, M. & Katamba, F. (1997) <i>Contemporary Linguistics: An introduction</i>. (3rd Ed) London: Longman</p> <p>Roach, P (2009) <i>English Phonetics & Phonology: A practical course</i>. (4th Ed). Cambridge: Cambridge University Press</p>

AC6.1 NEW MODULE			
Module Title	Bio-medical Sciences		
Level	4		
Credit Value	30		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module provides students with an understanding of the anatomy and physiology of the human body. All systems of the body will be included, since they can all influence speech, language and communication; however, particular emphasis will be placed on those areas that play a direct role in speech, language and communication. The focus is on 'normal' functioning of these structures and systems, to which 'pathology' can then be applied in later defined choice modules.</p>		

Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • confidently use the anatomical terminology associated with study of the human body • demonstrate knowledge and understanding of all the basic structures and systems of the human body • identify, describe and discuss the structure and 'normal' functioning of the systems and structures particularly involved in speech, language & communication, and articulate the role these structures play: respiratory system; the brain & nervous system; the sensory & somatosensory pathways; the cranial nerves; the face, jaw, head & neck, including larynx; the anatomy of swallowing; the ear and central auditory pathways <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ demonstrate creativity in finding new ways of assimilating the complex biological information ○ via the review of learning seminars, work together to synthesise the complex information to promote shared understanding <p>and via the assessments</p> <ul style="list-style-type: none"> ○ self-directed study, time-management skills
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Atkinson, M. & McHanwell, S. (2002) <i>Basic Medical Sciences for Speech & Language Therapy Students</i>. London; Philadelphia: Whurr</p> <p>Norris, M. & Siegfried, D. (2011) <i>Anatomy & Physiology for Dummies</i> (2nd Ed). New Jersey: Wiley.</p> <p>Seikel, J. (2010) <i>Anatomy & Physiology for Speech, Language and Hearing</i> (2nd Ed). New York: Delmar</p>

AC6.1 NEW MODULE			
Module Title	Lifespan Development		
Level	4		
Credit Value	30		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓

Proposed Module Code	TBA
Module Delivery (eg distance-learning campus based, work placement)	Campus based
Brief Description	This module aims to provide students with an understanding of human development across the life span. The module will take a chronological approach the psychosocial development and changes from pre-natal development to end of life. Topics will include pre-natal development, physical, motor and cognitive development, the development of speech & language, sensation, perception, memory and social skills, and how these areas change over the course of our lives.
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • describe and discuss the stages of human development across the life cycle with respect to physical, social and psychological development • understand, evaluate and apply the different theoretical perspectives on development with respect to the life cycle • identify and discuss the factors that can influence different aspects of human development, e.g. gender, culture, disability, etc. • specifically describe the development of speech, language and communication skills and how these change across the lifespan <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ develop the key skills of evaluation and reflection on complex problems ○ demonstrate the ability to assess the merits of contrasting explanations and arrive at reasoned and succinctly presented synthesis of that information and via the assessments ○ self-directed study, time-management skills ○ skills in report writing, presenting information in a clear and concise fashion, and writing to deadlines
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Bee, H. & Boyd, D. (2012). <i>Lifespan development</i> (6th Edition). London: Pearson.</p> <p>Berko Gleason, J. & Bernstein Ratner, N. (2009). <i>The development of language</i>. Boston: Pearson.</p> <p>Kail, R. & Cavanaugh, J. (2010) <i>Human development: a life view</i>. (5th Ed) Wadsworth: Cengage Advantage Books</p> <p>Keenan, T. & Evans, S. (2009). <i>An Introduction to Child Development</i> (2nd Edition). London: Sage.</p> <p>Sheridan, M. & Cockerill, H. (2007). <i>From birth to five years: children's developmental progress</i>. London: Taylor & Francis.</p>

AC6.1 NEW MODULE			
Module Title	Research & Professional Skills 2		
Level	5		
Credit Value	30		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module builds on the learning in year 1 and considers in more detail the themes of employability and professional skills, deepening the students' understanding of research methods including project design in preparation for the dissertation module in year 3. Students will hear directly from employers about the skills and attributes they are looking for at interview, and students will learn to enhance their own employability by developing their portfolio and reflecting further on their professional skills. Interview skills and the importance of presentation, report writing and oral presentation skills are all explored. In addition students will further advance their research skills, considering in more detail the different research designs, more advanced literature searching and reviewing, quantitative and qualitative research methods, inferential statistics and data analysis. Students will also explore key aspects of interview techniques (interviews & focus groups) from the point of view of effectively gathering information. At the end of the module students will prepare their project proposal for their dissertation in Year 3.</p>		
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • reflect on and discuss, via their professional portfolio, their achievements and priorities for further professional development • understand the importance of presenting themselves in a confident and professional manner, and identify the key aspects of this behaviour • discuss key issues in employability and the workplace of 21st century • design their own research project proposal, identifying 		

	<p>the gap in the literature, the appropriate research questions and hypotheses, research design and analysis methods.</p> <ul style="list-style-type: none"> identify, discuss and evaluate the key terminology, principles and practices of primary and secondary research <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> demonstrate practical skills of data /information collection, retrieval and analysis demonstrate the use of reliable IT resources and the organised management of data and its presentation using tables and graphs hone their skills of self-reflection and identification of goals for further development develop interviewing skills for information gathering <p>and via the assessments</p> <ul style="list-style-type: none"> self-directed study, time-management skills skills in report writing, presenting information in a clear and concise fashion, and writing to deadlines
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Creswell, J. (2013) <i>Research Design: qualitative, quantitative and mixed methods approaches</i>. Los Angeles: Sage Publications</p> <p>Field, A. (2013) <i>Discovering statistics using IBM SPSS: and sex and drugs and rock'n'roll</i>. London:Sage</p> <p>Pring, T. (2004) <i>Research Methods in Communication Disorders</i>. London: Wiley</p> <p>Thomas, G. (2009) <i>How to do your research project: a guide for students in education and applied social sciences</i>. London: Sage Publications Ltd.</p>

AC6.1 NEW MODULE				
Module Title		Speech & Language Sciences 2		
Level		5		
Credit Value		30		
Teaching period, eg Semester 1, Year-long		Year long		
Likely Module Organiser		TBA		
Module Type (eg EX/CW/WW/PR etc)		CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓

Proposed Module Code	TBA
Module Delivery (eg distance-learning campus based, work placement)	Campus based
Brief Description	This module builds on the equivalent module in Year 1 and examines the different aspects of speech and language in more detail. It will provide students with a more in-depth understanding of the complexities of the grammar of languages and explores some of the theoretical frameworks to analyse these. While English will be the main language of study, data from other languages will be included to highlight cross-linguistic variation. The module also introduces students to the full range of sounds used in human language and explores the link between speech production, transmission and perception via acoustic phonetics.
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • analyse and discuss the acoustic features of speech, using appropriate techniques and representations, and discuss the link between these and speech perception • produce, recognise and transcribe the sounds of the world's languages using the International Phonetic Alphabet • describe and discuss a number of the major issues in grammar and evaluate the major theoretical frameworks that account for these phenomena <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ search out and synthesise new information ○ use their problem –solving skills to construct and refine an argument ○ analyse data in a logical manner and present it in a standard format ○ construct accurate technical descriptions ○ develop and use their IT skills to analyse data and present results ○ manage complex theories and reflect on difficult problems ○ work as a team to produce, from reasoned discussion, a coherent synthesis of information to support their own learning and that of their peers <p>and via the assessments</p> <ul style="list-style-type: none"> ○ learn time management skills, the skills of independent, self-directed study and working to deadlines, critical evaluation of theoretical frameworks and written and verbal presentation skills
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Johnson, K. (2012) <i>Acoustic and Auditory Phonetics</i>. (3rd Ed) Chichester: Wiley-Blackwell</p> <p>Ladefoged, P (2005) <i>A Course in Phonetics</i>. Boston, MA: Thomas Wadsworth</p> <p>Ladefoged, P (2012) <i>Vowels and Consonants</i> (3rd Ed revised by Disner, S.) Chichester: Wiley Blackwell</p> <p>Tallerman, M (2005) <i>Understanding Syntax</i>. (2nd Ed) London: Arnold</p>

AC6.1 NEW MODULE			
Module Title	Psychology of Language & Communication		
Level	5		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	Building on learning in year 1, and other modules in year 2, this module allows students to examine the relationship between the mind and language. It considers in more detail the cognitive aspects of language, in particular how we learn, understand and process language and the cognitive neuropsychology of speaking, reading and writing.		
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • demonstrate an understanding of how language is processed and produced, and the different levels of processing • discuss the key theoretical issues relating to psycholinguistics and cognitive neuropsychology and cognitive neuroscience of language and communication • discuss and critique the different approaches and methods of research into language processing • discuss the application of psychological theories to education <p><i>Transferable skills:</i> Students should be able to -</p> <ul style="list-style-type: none"> ○ apply newly acquired concepts to unfamiliar data; ○ work cooperatively to share and enhance their learning and that of their peers; ○ recognise flaws in arguments and assess the merits of contrasting explanations <p>and via the assessments</p> <ul style="list-style-type: none"> ○ synthesis of complex information in a succinct and coherent manner both verbally and in written form; ○ learn time management skills, the skills of 		

	independent, self-directed study and working to deadlines, critical evaluation of theoretical frameworks
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Coello, Y. & Bartolo, A. (2013). <i>Language and Action in Cognitive Neuroscience</i> . Hove: Psychology Press. Joffe, V., Cruice, M & Chiat, S. (2008). <i>Language Disorders in Children and Adults</i> . Chichester: Wiley. Striano, T. & Reid, V. (eds) (2008) <i>Social cognition, development, neuroscience and autism</i> . Chichester: Wiley Blackwell. Warren, P. (2013). <i>Introducing Psycholinguistics</i> . Cambridge: Cambridge University Press.

AC6.1		NEW MODULE		
Module Title	Developmental Disorders (option)			
Level	5			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Semester 1			
Likely Module Organiser	TBA			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus based			
Brief Description	This module explores the developmental disorders of speech and language that can occur from birth through childhood. Topics will include disorders of language, literacy, phonology and developmental motor speech disorders such as Cerebral Palsy. The module will explore key theoretical and practical aspects of these developmental speech and language difficulties, and will consider the impact of these difficulties for psycho-social development, education, and future life.			
Aims / learning outcomes	At the end of this module students will be able to – <ul style="list-style-type: none"> classify and describe developmental disorders of speech, language and communication and discuss them in relation to typical speech and language 			

	<p>development</p> <ul style="list-style-type: none"> • analyse and discuss the features of typical and atypical speech and language profiles in these populations • identify, describe and discuss the theoretical frameworks in which children’s speech, language and communication difficulties can be considered • discuss the psycho-social impacts of these difficulties, in particular the evidence-base regarding their impacts on education and across the lifespan. • describe and discuss the key considerations when adapting their own communication to suit the needs of others and the context of the interaction. <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ demonstrate written presentation skills and the ability to synthesise often contrasting and complex information into a coherent piece of work ○ assimilate learning from other modules and integrate that with new information ○ be creative in their analysis of often complex data, and demonstrate ability to reflect on difficult problems and argue in a reasoned and succinct, well organised manner ○ hone their skills of team working and verbal discussion <p>and via the assessments</p> <ul style="list-style-type: none"> ○ demonstrate key study skills, such as self-directed learning; evaluation and appraisal of the evidence-based via reasoned argument and assessment ○ learn time management skills, the skills of independent, self-directed study and working to deadlines, critical evaluation of theoretical frameworks and written and verbal presentation skills
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Bernthal, J., Bankson, N. & Plipsen, P (2009) <i>Articulation and Phonological Disorders in Children</i> (6th Ed). Boston, MA: Pearson</p> <p>Bishop, D. & Leonard, L. (2004) <i>Speech and Language Impairments in Children</i>. Hove: Psychology Press</p> <p>Law, J., Parkinson, A. & Tamhee, R. (eds) (2000) <i>Communication Difficulties in Childhood</i>. Oxford: Radcliffe</p> <p>Stackhouse, J. & Wells, B. (1997) <i>Children’s Speech and Literacy Difficulties. Psycholinguistic Framework</i>. London: Whurr</p> <p>Journals such as International Journal of Language and Communication Disorders Clinical Linguistics & Phonetics</p>

AC6.1 NEW MODULE			
Module Title	Language Variation & Change (option)		
Level	5		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 1		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module aims to build on the topics in sociolinguistics introduced in the Speech & Language Science modules and will consider the variation and change currently occurring in English. A range of topics will be covered including the role of language attitudes, politeness, and the influence of factors such as social class, networks, identity, and gender on the way we speak. A number of classic studies will be discussed and the implications on education and linguistic policy explored.</p>		
Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • understand and discuss the social dimension of language and its implications, • identify key influences for language variation and change and the role it plays in identity and power relations • discuss and evaluate the major linguistic studies in the field, and the standard methods used in sociolinguistic research. <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ information retrieval and evaluation, using electronic resources and library skills ○ ability to evaluate the research literature and synthesise information into a reasoned argument supported by facts ○ team-working and verbal presentation skills and via the assessments ○ key skills in independent, self-directed study and effective time management ○ academic writing skills and referencing skills 		

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Chambers, J. (2003) <i>Sociolinguistic Theory: Linguistic Variation and its Social Significance</i>. (2nd Ed) Oxford: Blackwell</p> <p>Chambers, J., Trudgill, P. & Schilling-Estes, N. (eds) (2002) <i>Handbook of Language Variation and Change</i>. (Oxford: Blackwell)</p> <p>Fairclough, N. (2001) <i>Language & Power</i>. Harlow: Longman</p> <p>Foulkes, P. & Docherty, G. (1999) <i>Urban Voices: Accent Studies in the British Isles</i>. London: Hodder Education</p> <p>Milroy, L. & Gordon, M. (2003) <i>Sociolinguistics: methods and Interpretation</i>. Londond: Routledge</p> <p>Language Variation & Change (journal)</p>

AC6.1	NEW MODULE		
Module Title	Hearing Impairment (option)		
Level	5		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 2		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module aims to explore the impact of different types of hearing impairment on all aspects of an individual's life from childhood (speech & language development, social development, etc.) through adolescence to adulthood (education, employment, etc) and old age. Students will also explore aspects of 'deaf culture', the way hearing is assessed, as well as the aids, adaptations and support that is available to individuals with a hearing impairment.</p>		

Aims / learning outcomes	<p>At the end of this module students will be able to –</p> <ul style="list-style-type: none"> • identify and discuss the different types of hearing loss, their possible aetiologies, and their relationship to anatomy and physiology • interpret audiological data and discuss the implications for speech perception and the effects on particular aspects of speech • outline and discuss the impact of different types of hearing loss on speech, language and communication skills, and other aspects of development including psycho-social factors and life course issues • discuss the roles different professionals (i.e. audiologists, teachers, healthcare professionals, etc) play in the support of individuals with hearing impairment • discuss the different ways in which hearing loss is viewed in society (both hearing and hearing impaired society) and differences in different cultures <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ Assimilation of learning from other modules and integrating that with new information ○ Ability to appreciate different views and opinions and be aware of and reflect on their own views on, and responses to, cultural differences <p>and via the assessments</p> <ul style="list-style-type: none"> ○ key study skills, such as self-directed learning; evaluation and appraisal of the evidence-based via reasoned argument and assessment ○ written presentation skills, clear synthesis of complex information into a coherent argument or presentation
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Bamford, J. & Saunders, E. (1991) <i>Hearing Impairment, Auditory Perception & Language Disability</i>. (2nd Ed) London: Whurr</p> <p>Northern, J. & Downs, M. (2002) <i>Hearing in Children</i>. (5th Ed) Philadelphia; London: Lippincott, Williams & Wilkins</p> <p>Paul, P. & Whitelaw, G. (2011) <i>Hearing & Deafness</i>. London: Jones & Bartlett</p>

AC6.1 NEW MODULE			
Module Title	Bilingualism & Cross-cultural Communication (option)		
Level	5		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 2		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module provides an introduction to issues in bilingualism and multi-cultural communication from a variety of perspectives. Here students will be introduced to important topics such as the acquisition of two languages, language choice and code-switching, bilingual and multi-lingual communities, societal attitudes and policies. Students will also develop an appreciation of how language is a core issue in culture, interculturality and identity and consider ways of enhancing communication in a cross-cultural setting, e.g. the workplace, media, etc.</p>		
Aims / learning outcomes	<p>At the of the module students will be able to –</p> <ul style="list-style-type: none"> • demonstrate an understanding of the nature of bilingualism (multilingualism) from a developmental, educational and social context • discuss the importance of cultural knowledge and its relevance to interpersonal and intercultural communication in a range of settings • describe the ways in which breakdowns can occur in communication in a cross-cultural settings, as well as ways to enhance these interactions. <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ play a role in and lead a discussions of often complex or sensitive issues, recognising and discussing flaws in arguments ○ produce well argued, well written and presented work, compiling information from a number of sources ○ appreciate different views and opinions even when this challenges their own views of appropriate and inappropriate behaviour and customs 		

	<p>and via the assessments</p> <ul style="list-style-type: none"> o searching for and managing information, using a range of resources; time management and self-directed study skills o ability to produce well argued, well written and presented work, compiling information from a number of sources
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Baker, C. (2011) <i>Foundations of bilingual education and bilingualism</i>. (5th Ed) Bristol; Tonawanda, NY: Multilingual Matters</p> <p>Bhatia, T. & Ritchie, W. (eds) (2008) <i>The Handbook of Bilingualism</i>. Oxford: Wiley</p> <p>Myers-Scotton, C. (2005) <i>Multiple Voices : an introduction to bilingualism</i>. Oxford: Blackwell</p> <p>Sharifian, F. & Jamarani, M. (eds) (2013) <i>Language and intercultural communication in the new era</i>. New York: Routledge</p> <p>Weber, J. & Horber, K. (2012) <i>Introducing multilingualism: a social approach</i>. London: Routledge</p>

AC6.1 NEW MODULE			
Module Title	Research Dissertation		
Level	6		
Credit Value	30		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based (+ potential data collection off site)		
Brief Description	<p>This module aims to promote understanding of research and the culture of enquiry, and provides students with first-hand experience of carrying out and writing up a well-defined piece of empirical research. As part of the Research and Professional Skills module in Year 2 students will produce a proposal for the project they plan to carry out in Year 3, based on their particular area of interest in speech, language & communication. Under guidance and supervision from a member of faculty students will collect and analyse their data,</p>		

	and write it up in a 8000 word dissertation.
Aims / learning outcomes	<p>At the end of this module student will be able to –</p> <ul style="list-style-type: none"> • plan and conduct a review of the relevant literature using electronic and manual searches • identify and employ the appropriate research methods for their chosen study • define and carry out data collection procedures, including adhering to any ethical conditions and requirements • analyse and interpret the data collected and discuss the findings with reference to the appropriate literature • write a dissertation that provides a comprehensive and well-written account of the project conducted <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ carry out a well prepared and well argued project ○ retrieve and evaluate information; collect data ○ choose appropriate analysis techniques with reference to the evidence-base; ○ ability to apply concepts to familiar data; critical evaluation of evidence <p>and via the assessments</p> <ul style="list-style-type: none"> ○ manage complex data and present it in a succinct and clear manner as appropriate to the data ○ time management, study skills; academic writing skills
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Creswell, J. (2013) <i>Research Design: qualitative, quantitative and mixed methods approaches</i>. Los Angeles: Sage Publications</p> <p>Field, A. (2013) <i>Discovering statistics using IBM SPSS: and sex and drugs and rock'n'roll</i>. London: Sage</p> <p>Pring, T. (2004) <i>Research Methods in Communication Disorders</i>. London: Wiley</p> <p>Thomas, G. (2009) <i>How to do your research project: a guide for students in education and applied social sciences</i>. London: Sage Publications Ltd.</p>

AC6.1 NEW MODULE			
Module Title	Speech & Language Sciences 3		
Level	6		
Credit Value	30		
Teaching period, eg Semester 1, Year-long	Year long		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module builds on the content of modules in years 1 and 2 and allows students to explore some of the more advanced theoretical concepts in speech and language sciences. The module will explore the different levels of linguistics in more detail including pragmatics and semantics, discourse analysis, conversation analysis and phonology. While English will be the main language of study, data from other languages will be included to highlight cross-linguistic variation.</p>		
Aims / learning outcomes	<p>At the end of this module student will be able to –</p> <ul style="list-style-type: none"> • describe, contrast and discuss the key theoretical frameworks introduced with primary reference to English • use the techniques included in those theoretical frameworks to analyse complex data sets • use the theoretical frameworks and analysis techniques to discuss speech and language in use – how it can be used to convey information, but also to fulfil other functions and enact social identities <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ critically review and evaluate a variety of theoretical frameworks and assess their merits, and verbally defend their point of view on particular theories ○ use their problem –solving skills to construct and refine an argument ○ analyse complex data in a logical manner and present it in a standard format ○ construct accurate technical descriptions and present complex arguments in both written and verbal form ○ develop and use their IT skills to analyse data and 		

	<p>present results</p> <ul style="list-style-type: none"> o manage complex theories and reflect on difficult problems o work as a team to produce, from reasoned discussion, a coherent synthesis of information to support their own learning and that of their peers <p>and via the assessments</p> <ul style="list-style-type: none"> o learn time management skills, the skills of independent, self-directed study and working to deadlines, critical evaluation of theoretical frameworks and written and verbal presentation skills
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Fairclough, N. (2003) <i>Analysing discourse: textual analysis for social research</i>. London: Routledge</p> <p>Gussenhoven, G. & Haike, J. (2011) <i>Understanding phonology</i>. (3rd Ed) London: Hodder Education</p> <p>Huang, T. (2007) <i>Pragmatics</i>. Oxford: Oxford University Press</p> <p>Johnstone, B. (2008) <i>Discourse Analysis</i>. Oxford: Blackwell</p>

AC6.1		NEW MODULE		
Module Title	Professional Skills & Work-based learning			
Level	6			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Year long			
Likely Module Organiser	TBA			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus based & work placement			
Brief Description	<p>This module focuses on exploring and refining the skills and attributes needed to be successful in the work environment. The module includes a work-based block placement in one of a range of areas of employment, e.g. education, private sector, i.e. insurance, media, marketing, PR, charities, etc. It provides students with the opportunity to put their learning about the different aspects of communication into practice, at the same time as developing their own employability skills in a real-life setting. Following their placement students will provide a presentation to their peers based on their placement experiences in order to share the different</p>			

Comment [ZB11]: This needs further refinement to enable it to fit with the other modules on the programme. This is in the process of being explored and is likely to be a 4 week block placement at the beginning of semester 2 of year 3.

	<p>perspectives on employment and hence learn from each other.</p> <p>In other aspects of the module students continue to explore the key skills and attributes required for successful employment, including in mock interviews with potential employers and feedback on mock personal statements and job applications.</p>
Aims / learning outcomes	<p>At the end of this module student will be able to –</p> <ul style="list-style-type: none"> • reflect on and discuss aspects of the communication process as observed / encountered during their placement • discuss & synthesise their learning, highlighting the importance of communication and practical communication strategies in the workplace • apply the theory and practise of good communication in a workplace environment. • reflect on their experiences to inform their future development/ CPD • demonstrate the interpersonal and presentation skills required for successful job interviews • produce documents relevant to the application process for employment <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ critically reflect on their own communication skills and those of others, suggesting improvements and adaptations ○ work as a team in the workplace ○ demonstrate the skills of time management and responsibility needed for the world of work
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Corfield, R. (2009) <i>Successful interview skills: how to prepare, answer tough questions and get your ideal job.</i> (5th Ed) London; Philadelphia: Kogan Page</p> <p>Jarvis, P. (2004) <i>Adult Education & Lifelong Learning.</i> (3rd Ed) Oxon: Routledge Falmer</p> <p>Rogers, H. (2007) <i>Writing a CV: conducting successful interviews.</i> London: Easyways Guides</p> <p>Web-based employability materials Materials available via the careers service</p>

AC6.1 NEW MODULE			
Module Title	Mental Health & Learning Difficulties (option)		
Level	6		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 1		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	This module aims to provide students with an overview of adult and paediatric mental health disorders including intellectual disability and autistic spectrum disorders. Students will consider the associated communication difficulties as well as relevant aspects of typical and atypical cognitive, behavioural, educational and psycho-social development.		
Aims / learning outcomes	<p>At the end of this module student will be able to –</p> <ul style="list-style-type: none"> • discuss mental health and learning difficulties in terms of aetiologies, causal and environmental factors in both adults and children • describe and discuss the key characteristics of the communication of individuals with mental health and learning difficulties • identify and discuss, with reference to the evidence-base, the psycho-social impacts of these difficulties across the lifespan • discuss the variability across communication partnerships and strategies and approaches to modulating communication styles and situations <p><i>Transferable skills:</i> Students should be able to</p> <ul style="list-style-type: none"> ○ demonstrate ability to reflect on, present and discuss often difficult or emotional themes in a professional manner ○ ability to manage complex data and arrive at succinct presentation of facts and controversies <p>via the assessments:</p> <ul style="list-style-type: none"> ○ critical evaluation of the evidence-base ○ time management and study skills, including the ability 		

	to manage complex and often contrasting theories and arguments
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Atherton, H. & Crickmore, D. (2011) <i>Learning Disabilities: Towards Inclusion</i> . (6 th Ed) Churchill: Livingstone Cumine, V., Leach, J. & Stevenson, G. (2000) <i>Autism in the early years</i> . London: David Fulton Kring, A., Johnson, S., Davison, G. & Neale, J. (2012) <i>Abnormal Psychology</i> . Hoboken, NJ: Wiley Nayar, U. (ed) (2012) <i>Child and adolescent mental health</i> . New Delhi: Sage

AC6.1		NEW MODULE	
Module Title	Speech & Language in a Legal Context (option)		
Level	6		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 1		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	This module aims to introduce students to the field of Forensic Phonetics, Linguistics & Acoustics and the wider aspects of speech, language and communication in the legal context. The module will consider the methodologies, principles, limitations and benefits of forensic phonetics & linguistic analysis as well as the legal-linguistic construction of power and identity, the language of the courtroom and police, and the role of the forensic linguist as an expert witness.		

Aims / learning outcomes	<p>At the end of the module students will be able to -</p> <ul style="list-style-type: none"> • discuss the principles of Forensic Phonetics & Linguistics, including the benefits to legal practice as well as the limitations; • analyse a range of spoken and written language in law, such as audio recordings of police interviews, courtroom interaction and written legal documents • discuss the key issues regarding communication and its analysis in the legal context • interpret texts and procedures raising language issues and apply the knowledge to key legal cases which have raised questions of language importance <p><i>Transferable skills:</i> Students should be able to -</p> <ul style="list-style-type: none"> ○ consider and evaluate the nature of the evidence; ○ ability to lead discussions and work in groups to discuss conflicting views in a professional manner ○ manage data and be able to present it in a succinct fashion as appropriate ○ demonstrate reasoning skills and the ability to objectively analysis information without prejudice ○ work as a team, as well as skills of independent self-directed study <p>and via the assessments –</p> <ul style="list-style-type: none"> ○ present information in a concise and clear manner both verbally and in written format ○ manage data and be able to present it in a succinct fashion as appropriate
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Coulthard, Malcolm and Alison Johnson (2010) The Routledge Handbook of Forensic Linguistics London: Routledge.</p> <p>Coulthard, M. and Johnson, A. (2007) An Introduction to Forensic Linguistics: Language in Evidence. London: Routledge.</p> <p>Gibbons, J. (2004) Forensic Linguistics: An Introduction to Language in the Justice System. Oxford: Blackwell.</p> <p>Rose, P. (2002) Forensic Speaker Identification. London: Taylor & Francis</p> <p>The International Journal of Speech, Language and the Law.</p>

AC6.1 NEW MODULE			
Module Title	Acquired Communication Disorders (option)		
Level	6		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Semester 2		
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	Drawing on students' learning from previous modules relating to psychology, linguistics and anatomy & physiology, this module will allow students to investigate the nature of acquired speech and language disorders. Topics will include both progressive and non-progressive acquired difficulties, for example those following stroke, traumatic brain injury and progressive neurological conditions such as Parkinson's, Motor Neurone disease and dementia.		
Aims / learning outcomes	<p>At the end of the module students will be able to –</p> <ul style="list-style-type: none"> • identify and discuss the causes of acquired speech and language disorders • analyse and discuss their impact on the different levels of communication • discuss, with reference to the evidence-base, the psycho-social impacts of acute onset, progressive and non-progressive conditions • discuss the different ways of supporting communication in interactions with these individuals, and various support services available <p><i>Transferable skills:</i> Students should be able to -</p> <ul style="list-style-type: none"> ○ assimilate learning from other modules and integrate that with new information ○ manage and synthesise complex data and frameworks and discuss these in a coherent manner and via the assessments – ○ key study skills, such as self-directed learning; evaluation and appraisal of the evidence-based via reasoned argument and assessment ○ Written presentation skills, clear synthesis of complex 		

	information into a coherent argument or presentation
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Duffy, J. (2012) <i>Motor Speech Disorders: substrates, differential diagnosis and management</i>. (3rd Ed) Missouri: Elsevier</p> <p>Parr, S. (2004) <i>The stroke and aphasia handbook</i>. London: Connect</p> <p>Parr, S., Duchan, J., & Pound C. (eds). (2003) <i>Aphasia inside out: reflections on communication disability</i>. Maidenhead: Oxford University Press</p> <p>Papathanasiou, I. (2013) <i>Aphasia and related neurogenic communication disorders</i>. Burlington, MA: Jones & Bartlett Learning</p>

AC6.1		NEW MODULE		
Module Title	Directed Reading (option)			
Level	6			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Semester 2			
Likely Module Organiser	TBA			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	N/A	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus based / distance learning			
Brief Description	<p>This module provides students with the opportunity to take one of the topic areas, theoretical frameworks or concepts introduced in previous modules and carry out more in-depth study of that topic. Students will be free to choose an area of the speech and language sciences to explore in more depth, for example a student may choose to explore one of the phonological or grammatical theories further, or investigate educational legislation for individuals with learning difficulties in more detail. Students will be assigned to a member of staff as mentor, who will direct them to appropriate sources of information, and in facilitated group discussions will help them</p>			

	to explore and discuss that topic.
Aims / learning outcomes	<p>At the end of the module students will be able to –</p> <ul style="list-style-type: none"> • demonstrate in-depth understanding, with synthesis of information, of their chosen topic • provide a clear, detailed account of the state of current knowledge in a particular field • identify potential areas of future investigation based on the findings of their in-depth study <p><i>Transferable skills:</i> Students will be able to -</p> <ul style="list-style-type: none"> ○ work independently taking responsibility for their independent study, choice of topic use of resources ○ develop advanced library and information gathering skills ○ demonstrate advanced skills of research consumerism <p>and via the assessments –</p> <ul style="list-style-type: none"> ○ demonstrate a high level of skill in academic writing, referencing and presentation
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Will depend on chosen field, and will primarily be those introduced listed in other modules & electronic materials from databases already available in the library.

****Please copy and paste the above table for additional new modules****

AC 7 <i>note</i> AC7	DEFINED CHOICE
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice 	
<p>The course has been specifically envisaged with a student 'pathway' design in mind. During the set-up phase student numbers will limit the number of pathways available to students, e.g. currently there is a 'pathology' and a 'communication variation' pathway included, as well as an 'Education' pathway envisaged in collaboration with the School of Education. The plan is that students, having completed year 1 and been exposed to the variety of applications of speech, language and communication skills, would then have the opportunity to follow a pathway of related modules through year 2 & 3. We would draw on existing appropriate modules in other schools, e.g. EDU or Business School, to allow students to focus their studies, via the defined choice modules, into particular areas. As the course developed, further pathways and defined choice modules would be developed.</p> <p>Programme specific choice, in the first years of the programme running would be :</p> <ul style="list-style-type: none"> ○ 40 credits (20 credits in each semester) in years 2 & 3 chosen from 'pathology', 	

'communication variation', or 'education' modules (see module descriptors for the specific new modules identified)

Language choice modules:

- o Although not currently specifically identified at this time, some of the 40 credits of defined choice could include defined language choice modules

Enrichment & Employability choice modules:

- o Employability is built into this programme, and as such the compulsory Professional Skills modules in each year of the programme would be relevant here. In the 3rd year work-based learning in the form of a block placement is an obligatory part of one of the compulsory modules.

Comment [ZB12]: The specific modules in EDU have yet to be identified, but conversations have taken place and are on-going with the course director of BA Education.

Comment [ZB13]: Identification of the defined choice modules from outside the school is on-going.

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	✓
	If YES, how will the student experience be managed?		
	N/A		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2
<i>note</i> AC9	Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3

Comment [ZB14]: We have struggled to identify a suitable external professional to comment on this course, as most would be currently employed on what would be competitor courses. This is on-going.

	N/A
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AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	<p>Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</p> <p>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</p>	
Date of circulation:		
AC10.1	Careers Manager (CCEN)	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
AC10.2	Equality & Diversity Manager (PPE)	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE	
<i>note</i> AC11		

FULL COURSE PROPOSAL

Part 4 KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)						Note KIS
KIS1	Quantitative KIS data						Note KIS1
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams	0	0	0			
1.2	Percentage of assessment by practical exams	0	0	0			
1.3	Percentage of assessment by coursework	100	100	100			
1.4	Percentage of time in scheduled learning and teaching activities	25	20	20			
1.5	Percentage of time in guided independent study	75	80	68			
1.6	Percentage of time on placements	0	0	12			
KIS2	Professional Accreditation						Note KIS2
2.1	Name of accrediting body (if applicable)						
	N/A						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
	N/A						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						
	N/A						

Comment [ZB15]: Still to be finalised. Requires further discussion. The % here are very similar, if not higher in terms of contact time, to courses of a similar nature.

Comment [ZB16]: Not exams in the sense of the term used by UEA

Comment [ZB17]: Here I have not included pre-submissions sessions, etc.

Comment [ZB18]: Includes supervision for dissertation

FULL COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality			
AP1.2	Head of School (on behalf of School Board)			
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

<i>Note N1</i>		NOTIFICATION OF APPROVAL		
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.				
FACULTY				SCHOOL
NEW COURSE?	Y	N	If NO, please enter existing course code	
DEGREE AWARD (e.g. BSc/MA)				
TITLE OF PROGRAMME				
START DATE			LENGTH OF COURSE	
Course Approved by:		Name of Committee Chair		Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)				
Learning and Teaching Committee (LTC)				
RELEVANT OFFICE INFORMED? *insert date				
Planning Office	Admissions and Marketing		Learning and Teaching Service	Union of UEA Students
*	*		*	*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

<i>Note N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION			DATE
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			