### PROGRAMME APPROVAL FORM
#### SECTION 1 – THE PROGRAMME SPECIFICATION

1. **Programme title and designation**
   - Language, Ethnicity and Education

2. **Final award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>Language, Ethnicity and Education</td>
<td>180-190</td>
<td>90-95</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. **Nested award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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</table>

4. **Exit award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>PgDip</td>
<td>Language, Ethnicity and Education</td>
<td>120</td>
<td>60</td>
<td>N/A</td>
</tr>
<tr>
<td>PgCert</td>
<td>Language, Ethnicity and Education</td>
<td>60</td>
<td>30</td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. **Level in the qualifications framework**
   - M

6. **Attendance**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
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</thead>
<tbody>
<tr>
<td>Minimum length of programme</td>
<td>1 year</td>
<td>2 years</td>
<td>N/A</td>
</tr>
<tr>
<td>Maximum length of programme</td>
<td>3 years</td>
<td>6 years</td>
<td></td>
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</tbody>
</table>

7. **Awarding institution/body**
   - King’s College London

8. **Teaching institution**
   - King’s College London

9. **Proposing department**
   - DEPS

10. **Programme organiser and contact details**
    - Subject organiser: Dr. Roxy Harris
    - roxy.harris@kcl.ac.uk

11. **UCAS code (if appropriate)**
    - N/A

12. **Relevant QAA subject benchmark/professional and statutory body guidelines**
    - N/A

13. **Date of production of specification**
    - January 2004; updated for credit framework July 2006

14. **Date of programme review**
    - 2016/17

16. **Educational aims of the programme**

   The programme aims to assist students to familiarise themselves with educationally relevant theoretical insights and empirical research from disciplines such as applied linguistics.

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PAF finalised for 2012/13: 16 October 2012 (18 September 2012)
PAF finalised for 2013/14: 15 November 2013
sociolinguistics, and cultural and literacy studies.

Key Points of focus:

- Study and reflection on the complex ways in which linguistic and cultural factors interact in educational and social contexts in contemporary complex global urban environments.
- The relationship of these phenomena to the professional experience of the course participants.
- The development of a knowledge and understanding of analytical concepts and tools germane to educational research in multiethnic and multilingual contexts, with an emphasis on issues of language and discourse.

### 17. Educational objectives of the programme/programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

#### Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

- The nature of bilingualism and multilingualism in contemporary global urban contexts.
- The ways in which bilingual and multilingual individuals are constrained by the language planning decisions of nation states.
- The complex interrelationships between standard languages, minority languages, and languages with a limited written tradition.
- The implications for the language and literacy policies and practices of educational institutions in multiethnic and multilingual societies in a globalised world of high migration.
- How all these concerns are mediated by the competing claims of tradition, modernity and late modernity.
- The ethical issues which underpin research in education.

These are achieved through the following **teaching/learning methods and strategies**: lectures, group work, debates, seminars, tutorials.

**Assessment**: knowledge and understanding will be assessed through written coursework assignments and a dissertation.

#### Skills and other attributes

**Intellectual skills**

The ability to:

- identify and absorb competing theoretical approaches within sociolinguistics, applied linguistics, ethnicity and literacy studies
- link these theoretical approaches to a range of related research studies

These are achieved through the following **teaching/learning methods and strategies**: lectures, group work, debates, seminars, tutorials, student peer-presentations.

**Assessment**: intellectual skills will be assessed through written coursework assignments and a dissertation.
• demonstrate the relevance of theory and research in these fields to specific professional and personal concerns.

**Practical skills**
The ability to:

- read and interpret challenging theoretical and research papers in sociolinguistics, applied linguistics, ethnicity and literacy studies
- critically evaluate such texts
- develop academically sound individual written and oral responses to theoretical, research and policy documents relevant to the fields of study indicated above
- demonstrate fluency and proficiency with ICT skills relevant to all aspects of the programme (e.g. word processing, use of spreadsheets, use of the world wide web for investigating language, ethnicity and education related issues).

These are achieved through the following teaching/learning methods and strategies: lectures, group work, debates, seminars, tutorials, student peer-presentations. The development of each of these practical skills will be enhanced by the kinds of requirements encouraged for responses to teaching inputs.

**Assessment:** intellectual skills will be assessed through written coursework assignments and a dissertation.

**Generic/transferable skills**

**Generic skills:**
- development and management of own learning
- communication and presentation
- undertaking research and engaging in scholarship.

**Transferable skills:**
- independent learning
- capacity for and use of, critical reflection and self-reflection
- participatory learning
- planning and evaluating personal and professional development.

These are achieved through the following teaching/learning methods and strategies: lectures, group work, debates, seminars, tutorials, student peer-presentations.

**Assessment:** generic and transferable skills will be assessed through the application of relevant criteria within summative course assessments; research related generic skills will be assessed through written coursework assignments and a dissertation.

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

There are no relevant benchmark statements or professional body guidelines which apply to this programme. However, the following descriptors build on the undergraduate benchmarks and the College Board of Examiners/College Teaching Committee Framework of Credits and Levels for College Awards:

By the end of the programme, successful students will have met the following criteria:
- they will have a systematic knowledge, and a critical awareness, of current problems and/or new insights at, or informed by, the forefront of issues in language, ethnicity and education and as applied to their area of professional practice;
• they will have a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
• they will have developed insight in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
• they will have developed a conceptual understanding that enables them to critically evaluate current research and advanced scholarship in the field of language, ethnicity and education, and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

19. Programme structure and award requirements
(a) numbers of compulsory and optional units to be taken in each year of the programme

FULL TIME PROGRAMME
1 compulsory module (1 x 30 credits)
1 core dissertation (60 credits)
Either:
3 x 30 credit optional modules from DEPS
Or:
2 x 30 credit optional modules from DEPS, plus 2 x 20 credit modules from MA in Language and Cultural Diversity (LCD), MA in Creative and Cultural Industries (CCI) or MA Film Studies (FS)
Or:
1 x 30 credit optional module from DEPS, plus 3 x 20 credit modules from MA LCD, CCI or FS.

PART TIME PROGRAMME
YEAR ONE: Normally at least the compulsory module, and one optional module.
YEAR TWO: Normally the remainder of the optional modules and a dissertation.

Part-time students may opt to spread their study over three or four years if they prefer.

(b) range of credit levels permitted within the programme
All units to be taken at level 7.

(c) maximum number of credits permitted at the lowest level
190

(d) minimum number of credits required at the highest level
180

(e) progression and award requirements (if different from the standard)
N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)
30

(g) are students permitted to take a substitute module, as per regulation A3, 20.7?
Yes

(h) other relevant information to explain the programme structure
Students must take a total of 180-190 credits to be awarded the MA.
At the programme director’s discretion, students are allowed to select up to 30 credits from the MA English Language Teaching and Applied Linguistics programme, to replace one 30 credit optional module for the MA Language Ethnicity and Education programme. Modules available are:

7SSEE009 Principles and Practice in the Language Teaching Curriculum
7SSEE005 Linguistic Analysis for Language Teaching
7SSEE012 Sociolinguistics
7SSEE002 English for Academic Purposes
7SSEE007 Materials for Development
7SSEE013 Teacher Education
7SSEE006 Management and Evaluation of Innovation
7SSEE014 Working with Texts
7SSEE003 English for Speakers of Other Languages
7SSEE006 Language Assessment
7SSEE008 Principles & Practice 2: Issues in Communicative Language Teaching

Also at the programme director’s discretion, students are allowed to select up to three optional 20 credit modules from the MA in Language and Cultural Diversity, MA in Creative and Cultural Industries or MA in Film Studies programmes in place of optional modules from the Modular MA in Education programmes.

Students may take an optional 30 credit module from any University of London programme (including any from King’s College London), provided it is consistent with the learning outcomes of the programme and with the approval of the Programme Director.
### Programme structure

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Status (I, C, O) for each type of programme</th>
<th>Progression</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7SSEM024 Language Contact, Bilingualism and Black Englishes</td>
<td>7</td>
<td>30</td>
<td>Cp</td>
<td>Yes</td>
<td>Coursework</td>
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<tr>
<td>7SSEM046 Dissertation</td>
<td>7</td>
<td>60</td>
<td>Cr</td>
<td>Yes</td>
<td>Dissertation</td>
</tr>
<tr>
<td>All other 30 credit modules offered as part of the DEPS Modular MA in Education (30-90 credits)</td>
<td>7</td>
<td>30</td>
<td>O</td>
<td>No</td>
<td>Coursework</td>
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<tr>
<td>Up to 30 credits from the MA in English Language Teaching and Applied Linguistics (list of available 15/30 credit modules above)</td>
<td>7</td>
<td>15/30</td>
<td>O</td>
<td>No</td>
<td>Coursework</td>
</tr>
<tr>
<td>Any 20 credit module from the MA in Language and Cultural Diversity, MA in Creative and Cultural Industries or MA in Film Studies (up to 60 credits)</td>
<td>7</td>
<td>20</td>
<td>O</td>
<td>No</td>
<td>Coursework</td>
</tr>
</tbody>
</table>

### 20. Marking criteria

The College generic criteria for assessment of postgraduate work apply to the assessment of this programme.

Supplementary marking criteria will be used for the dissertation.

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