

Programme Title:



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA (Hons) English Literature and Linguistics
Name of interim award(s):	
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	QQ13
QAA Benchmark Group:	English; Linguistics
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English and Drama

Schools / Institutes which will also be involved in teaching part of the programme:

School of Languages, Linguistics & Film

Institution(s) other than QMUL that will provide some teaching for the programme:

Programme outline

A degree in Literature and Linguistics enables students to understand how language works, and of some of the ways it has been used to persuade, inspire, and entertain people. The programme provides a unique perspective on English. On the one hand, students learn about how language is structured, and the ways in which it conditions our responses to the world. On the other, they look at some of the most interesting and profound ways language has been used by poets, novelists, and dramatists.

Aims of the programme

The programme aims to:

1. provide a coherent, intellectually challenging programme with a focus on linguistic and literary aspects of English.
2. provide a programme which delivers to students knowledge and understanding of the organizing principles underlying:

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- a. The structure of English (phonological, morphological, syntactic and semantic);
 - b. The history of the English language, both linguistic and literary;
 - c. The sociocultural and sociolinguistic dimensions of English;
 - d. Different approaches to the analysis of literary texts and genres.
3. provide students with the opportunity to critically engage with current theoretical perspectives on topics in English which are of particular interest to them.
4. provide an opportunity to develop skills in argumentation, communication, and study.

What will you be expected to achieve?

Students completing this programme of study will be able to:

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

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Academic Content:	
A 1	To demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of English. In addition, to demonstrate an ability to evaluate different theoretical perspectives on these concepts.
A 2	To illustrate the core analytical ideas relevant to the above concepts. In addition, to specify, and apply these core analytical ideas.
A 3	To demonstrate an understanding of evaluations of different analyses. In addition, to develop informed evaluations of different analyses.
A 4	To demonstrate a knowledge of appropriate terminology in Linguistics and English literature.
A 5	To identify the character of texts in English (influence of genre, history and function). In addition, to critically evaluate the character of such texts.

Disciplinary Skills - able to:	
B 1	To identify issues (including ethical) in collecting reliable data/texts relevant to the study of English. In addition to be able to discuss these issues in an informed way.
B 2	To be able, with training and guidance, to collect typical sorts of data using appropriate fieldwork methods. To do this with minimal guidance.
B 3	To demonstrate an understanding of the issues involved in data analysis, and an ability to use analytical techniques under supervision. In addition, to evaluate and choose appropriate analytical techniques, and use them with minimal guidance.
B 4	To bring critical skills to bear on the analysis of texts. In addition, to compare the effectiveness of different critical techniques.
B 5	To understand the socio-historical contexts of literary and linguistic aspects of English. In addition, to engage with theoretical models of such contexts.

Attributes:	
C 1	To demonstrate an understanding of the relationship between theory and data (in particular the role of hypothesis testing in developing analyses). In addition, to be able to exploit this understanding in analysis.
C 2	To follow coherent arguments. In addition, to critique such arguments, and to develop new ones.
C 3	To communicate ideas in a structured fashion both by writing and orally, using relevant IT tools. To communicate effectively and to develop the ability to create complex, well structured documents.
C 4	To search out and synthesize relevant information from a range of media, with appropriate citation. In addition, to provide a persuasive synthesis of the leading ideas in such information.
C 5	To use IT skills to present and communicate using electronic means, to find and lodge information in the internet, to search databases and to produce electronic documents.

QMUL Model Learning Outcomes - Level 4:	
D 1	Discuss socio-cultural values and practices with others

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D 2	Demonstrate connections between different theoretical perspectives within your discipline
D 3	Consider the role of their discipline in diverse cultural and global contexts

QMUL Model Learning Outcomes - Level 5:	
E 1	Evaluate perspectives from different disciplines
E 2	Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a br
E 3	Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E 4	Reflect on socio-cultural values and skills within diverse cultural and global contexts
E 5	Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice
E 6	Demonstrate and evaluate how they have enhanced their own learning through engaging in enterprising skills and b

QMUL Model Learning Outcomes - Level 6:	
E 1	Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approache
E 2	Model a holistic approach to knowledge which draws on a range of appropriate disciplines
E 3	Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global cont
E 4	Critically evaluate how they have enhanced their knowledge, understanding and self-awareness of an enterprising pe

QMUL Model Learning Outcomes - Level 7:	
G 1	
G 2	
G 3	

How will you learn?

The programme is taught in accordance with Teaching, Learning and Assessment Strategies of the School of English and Drama and the School of Languages, Linguistics and Film. Teaching will be led by research-oriented staff. These strategies aim to:

Foster a sense of community amongst students and staff in the pursuit of teaching and learning;

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Promote the relationship between staff research, teaching and student learning;
Provide a flexible curriculum which maximizes student choice;
Expose students to a diverse set of approaches to the study of both English and Linguistics;
Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
Inspire intellectual independence in students;
Employ a variety of assessment methods;
Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms, which may include:

Lectures;
Seminars, including a variety of group work;
Small group tutorials (with Advisers);
Writing intensive courses;
Field trips;
Individual supervision of projects and dissertations;
Individual feedback on written work including examinations.

How will you be assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of the modules. Examinations may take the form of essay questions, or sequence analysis. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used.

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Students take 120 credits in each year.

Year 1

In the first year students take two 30 credit compulsory modules (level 4) designed to give them a thorough training in the key concepts that have informed recent debates in literary studies and linguistics, one 15-credit compulsory module in Linguistics designed to give them an introduction to the study of language in society, and one 0-credit compulsory module aimed to facilitate the transition to the university-level study of English:

ESH102 Reading, Theory and Interpretation (30 credits) (QMUL model module)

LIN4208 Foundations of Language (30 credits)

LIN4201 English in Use (15 credits) (QMUL model module)

ESH125 English in Practice (0 credits)

Students will also be given the chance to specialise by choosing options.

In English students choose 30 credits from the following list:

ESH101 Shakespeare 30 credits, OR

ESH110 Literatures in Time: Texts and Contexts from the Eighth to the Sixteenth Century 30 credits, OR

ESH124 Poetry 15 credits AND ESH123 Narrative 15 credits

In Linguistics students choose 15 credits from LIN-coded modules at level 4.

Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must meet the overall credit requirements for progression under the

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Academic Regulations which apply to them.

Year 2

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

In English, students choose modules from four Lists. Lists 1-3 correspond to the following subject areas: Medieval and early Modern; Eighteenth century, Romanticism, and Nineteenth century; Modern, Post-colonial, and Contemporary. List 4 contains options from all subject areas.

Students choose 1 x 30 credit module from List 1 or List 2, and a minimum of 15 credits from List 3 or List 4.

List 1: a list of up to three modules in the Medieval and Early Modern Subject Area;

List 2: a list of up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;

List 3: a list of up to three modules in the Modern, Contemporary and Postcolonial Studies Subject

List 4: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

Each list includes ESH-prefixed modules identified as QMUL Model modules.

In Linguistics, students choose:

Minimum 45 Credits / Maximum 60 Credits optional LIN-coded modules at level 5.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences and for Linguistics students suitable modules within Psychology and Computer Science, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Up to 30 credits may be taken at level 6 with the adviser's agreement.

Selection must include a minimum of 15 credits of QMUL Model modules, which may include ESH- or LIN-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the University (maximum 30 credits).

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum), where these fulfil the QMUL Model module requirement.

Students may not take more than 30 credits outside ESH- or LIN prefixed modules.

Progression requirements to Final year

To successfully progress to the final year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Final Year

Students take 120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5) and normally 60 credits in each semester; to include minimum of 15 credits of QMUL Model modules. Final Year students may not take credits at level 4.

Minimum 45 Credits / Maximum 75 Credits optional modules to be chosen from ESH-coded modules at Level 6

Minimum 45 Credits / Maximum 75 optional modules to be chosen from LIN-coded modules at level 6

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences and for Linguistics students suitable modules within Psychology and Computer Science, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Selection must include a minimum of 15 credits of QMUL Model modules, which may include ESH- or LIN-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the University (maximum 30 credits).

Students may not take more than 30 credits outside ESH- or LIN-prefixed modules.

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Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
							<input type="checkbox"/>

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

How will the quality of the programme be managed and enhanced?

Each School operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All Schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

How do we listen to and act on your feedback?

The Student Staff Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

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What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser in each Department, with whom regular

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meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress. There are dedicated student support administrators in both Schools, who work with academic staff to assist students in need of support.

Both the student support administrators and all advisers are able to refer students, where appropriate to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager supports students in their use of the online learning environments used on all modules. The School of English and Drama and the School of Language, Linguistics and Film collaborate with the QMUL Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is regularly provided by professional writers (Royal Literary Fund Fellows).

Programme-specific rules and facts

Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

This degree uniquely combines the social sciences perspective of linguistics with the humanities approach that is typical of the study of literature, giving students a solid training in these two ways of problem solving and of thinking about the world. A BA in English Literature and Linguistics encourages students to develop a life-long love for learning and equips them with a set of rigorous analytical and communication skills. This gives graduates some particularly sought-after qualities in the workplace. Whether they choose to go into the world of business, media, or journalism, to enter the public or not-for-profit sectors, or to pursue further academic study or professional training, graduates of the programme can expect to have developed:

- o communication skills, as students are challenged to express themselves in both speech and writing.
- o presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions.
- o reading skills, using a range of approaches to tackle different kinds of texts.
- o analytical abilities, as students respond to and assess their underlying agendas and meanings.
- o writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays).

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- o research skills, locating, sifting, and interpreting a range of sources (from printed books to electronic journals).
- o time-management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments.
- o team-working skills, as students participate with peers in seminars and group research presentations.

Graduates of English Literature and Linguistics programme are successful in the huge range of careers that seek out candidates with these attributes. Publishing, print journalism, and the broadcast media are all popular choices for students who want to use their communication skills. Others use their ability to write critically and persuasively to go into public relations, marketing, and advertising. In addition, many of our graduates embark upon professional careers in finance, management, law, and teaching; whilst every year the Departments see a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers Service).

Programme Specification Approval

Person completing Programme Specification:

Matthew Rubery, Director of Teaching and Learning

Person responsible for management of programme:

David Colclough, Head of English Department

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

2 Feb 2018

Date Programme Specification approved by Taught Programmes Board: