

Programme Title: BA English Language



## 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 English Language
Name of interim award(s):	
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	Q310
QAA Benchmark Group:	Linguistics
FHEQ Level of Award :	Level 6
Programme accredited by:	n/a
Date Programme Specification approved:	
Responsible School / Institute:	School of Languages, Linguistics & Film

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

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

### Programme outline

This programme gives students a comprehensive understanding of the English Language, ranging from its sound, word, and sentence structures to its many varieties and uses in social contexts. The degree equips students with the analytical skills and deep knowledge of language acquired through theories and methods in Linguistics, and these are applied during the degree to a rich base of examples of English language forms and use across the world and across time. The degree encourages learning that is embedded in hands-on work collecting and analysing real language data. Students develop systematic ways of understanding how the modern English language works, how it is used across situations and speakers, and how it changes, looking at situations as diverse as youth language in our multicultural and multilingual cities, English used a thousand years ago, or English used in the media and politics. Students will consider how new technologies shape the form of English and whether the spread of English in the world is changing or endangering other languages.

### Aims of the programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of the English language to a broad constituency of well-qualified students.
2. To offer knowledge and understanding of the organising principles underlying a) the structure of English (phonetic,

phonological, morphological, syntactic and semantic); b) variation and change in the English language; c) the sociocultural and sociolinguistic dimensions of language; d) the historical development of English in Britain and around the world; e) psycholinguistic dimensions of the use of English.

3. To offer students the opportunity to critically engage with current theoretical perspectives on topics in language and linguistics as they relate to the English Language.

4. To provide students with an opportunity and the necessary analytical skills to investigate for themselves aspects of the modern English language.

5. To enable students to develop independent critical thinking and judgment and to undertake independent research tasks.

6. To develop a range of skills necessary to the effective communication of ideas and arguments.

7. To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; in particular, to develop graduates' capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

### **What will you be expected to achieve?**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas outlined in more detail below. The aims listed above directly respond to the Feb 2015 QAA English Language Subject Benchmark Statement aims for an English Language degree (sections 1.4, 3.1-3.6). The programme outcomes are referenced to The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2016 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

## 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.

### Academic Content:

A1	Ability to demonstrate a knowledge of the core linguistic and cultural concepts in the study of the English language and evaluate different theoretical perspectives on these concepts.
A2	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A3	Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.
A4	Ability to demonstrate a knowledge of appropriate terminology in the study of English and apply the appropriate terminology in describing and analysing the English Language.

### Disciplinary Skills - able to:

B1	identify issues (including ethical issues) in collecting reliable data relevant to the study of the English language, and discuss these issues in an informed way.
B2	collect typical sorts of data, initially with structured support and ultimately with minimal guidance.

B3	demonstrate an ability to use analytical techniques under supervision, and to evaluate and choose appropriate analytical techniques independently.
B4	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.

Attributes:	
C1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.
C3	Demonstrate the independent learning ability required for continuing professional development.

QMUL Model Learning Outcomes - Level 4:	
D1	<b>(International Perspectives) Discuss socio-cultural values and practices with others</b>
D2	<b>(International Perspectives) Consider the role of their discipline in diverse cultural and global contexts</b>
D3	<b>(Networking) Identify and discuss what their own role in their programme and/or subject discipline might mean</b>
D4	<b>(Multi/Inter-Disciplinarity) Demonstrate connections between different theoretical perspectives within your discipline</b>

QMUL Model Learning Outcomes - Level 5:	
E1	<b>(Networking) Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their learning</b>
E2	<b>(Enterprising Perspectives) Demonstrate and evaluate how they have enhanced their own learning through engaging with their discipline</b>

QMUL Model Learning Outcomes - Level 6:	
F1	

QMUL Model Learning Outcomes - Level 7:

G 1

### How will you learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School. 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;
- Promote the relationship between staff research, teaching and student learning;
- Expose students to a diverse set of approaches to the study of their subject area;
- 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;
- Workshops;
- Lab work using multi-media resources;
- Writing intensive courses;
- Field trips;
- Independent work by students, including research, presentations and peer review;
- Individual supervision of projects and dissertations;
- Individual and group feedback on written work.

Students will be encouraged to build inter-disciplinarity in their knowledge by selecting an option from the School of English and Drama or Comparative Literature during the course of their degree. Options may also be considered in other inter-disciplinary areas, such as Psychology and Computer Science, subject to availability.

### 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 each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, reports on original data collection, textual commentaries, critical reviews, practical exercises, 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.

### Requirements:

Students must take a minimum of 240 credits in Linguistics out of 360 credits taken over the period of their studies at Queen Mary.

### Structure:

#### Year 1 – Level 4

120 credits of compulsory modules:

30 credits LIN4200 Foundations of Language (compulsory module)

15 credits LIN4202 Thinking Linguistics: Approaches to Writing and Analysis (compulsory module) (QMUL Model Module)

15 credits LIN112 Sounds of English (compulsory module)

15 credits LIN405 Language in the UK (compulsory module) (QMUL Model Module)

15 credits LIN101 Language Acquisition (compulsory module)

15 credits LIN402 Introduction to English Syntax (compulsory module)

15 credits LIN4201 English in Use (compulsory module) (QMUL Model Module)

#### 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 Academic Regulations which apply to them.

#### Year 2 – Level 5

60 credits of compulsory modules, plus 60 credits of elective modules:

15 credits LIN212 History of English (compulsory module)

15 credits LIN5202 Research Methods in Linguistics (compulsory module) (QMUL Model Module)

15 credits LIN5204 Interaction and Discourse (compulsory module)

15 credits LIN5205 World Englishes (compulsory module)

Minimum 0 credits / Maximum 60 credits optional modules to be chosen from LIN-coded modules at Level 5.

Minimum 0 credits / Maximum 60 credits optional modules to be chosen from all modules offered in

The School of Languages, Linguistics and Film

The Faculty of Humanities and Social Sciences

Psychology

Computer Science

QMUL Model Modules offered in the School of Languages, Linguistics and Film

With the guidance of the students' adviser. Maximum 30 credits may be at level 4 or level 6 with the advisers' agreement.

#### 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 – Level 6

30 credits of compulsory modules, plus 90 credits of elective modules:

30 credits LIN042 English/Linguistics Research Project (compulsory module)

Minimum 30 credits / Maximum 90 credits optional modules to be chosen from LIN-coded modules at Level 6.

Minimum 0 credits / Maximum 60 credits optional modules to be chosen from all modules offered across QMUL, subject to space available on modules and with the guidance of the students' adviser. Maximum 30 credits may be at level 5 with the advisers' agreement. Students are not allowed to take level 4 modules in their final year.

#### Requirements for Award:

Students must meet the overall credit requirements for award under the Academic Regulations which apply to them.

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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 for the BA English Language and Linguistics in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>. For the BA English Language, we prefer minimum B in English Language A-level, but will consider applications with different profiles.

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

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. 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 Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes 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.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

### 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, the designated members of staff with whom

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students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular advice and feedback hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Experience Manager in the School of Languages, Linguistics and Film, who works with academic staff to assist students in need of support.

Where appropriate, students will be advised to make use of relevant professional service departments at QMUL, including Disability and Dyslexia, Welfare, and Counselling services.

The School of Languages, Linguistics and Film recognises how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds, and collaborates with QMUL's Thinking Writing team which supports students in the development of their writing skills. QMUL also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

### Programme-specific rules and facts

None

### Specific support for disabled students

QMUL 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 QMUL 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

Graduates from Queen Mary's School of Languages, Linguistics and Film go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as education and the arts, whilst others transfer skills gained during study into areas such as public relations.

## Programme Specification Approval

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**Person completing Programme Specification:**

Jill Evans, Head of Administration

**Person responsible for management of programme:**

David Adger, Head of School

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

February 2018

**Date Programme Specification approved by Taught  
Programmes Board:**