

Programme Specification

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 and Linguistics
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	QQH1
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	n/a
Date Programme Specification Approved	26 Mar 2014
Responsible School / Institute	School of Languages, Linguistics & Film

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

Institution(s) other than Queen Mary that will provide some teaching for the programme

n/a

Programme Outline

This programme gives you the analytical skills and deep knowledge of language that you gain from studying linguistics, plus the chance to do hands-on work collecting and analysing data. You'll develop systematic ways of understanding how the modern English language works, how it's used and how it changes, looking at situations as diverse as youth language in our multicultural and multilingual cities, or the English used in the media and politics. You'll consider how new technologies shape the form of English and whether the spread of English in the world is changing or even killing other languages.

Aims of the Programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of contemporary linguistics and the linguistics 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 language (phonetic, phonological, morphological, syntactic and semantic); b) variation and change in the English language; c) the sociocultural and sociolinguistic dimensions of language; d) the psycholinguistic dimension of language

3. To offer students the opportunity to critically engage with current theoretical perspectives on topics in language and linguistics which are of particular interest to them.
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 below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:

A 1	Ability to demonstrate a knowledge of the core linguistic concepts in the study of the English language and evaluate different theoretical perspectives on these concepts.
A 2	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 3	Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.
A 4	Ability to demonstrate a knowledge of appropriate terminology in Linguistics and the English language, and apply the appropriate terminology in discussing Linguistics and describing and analysing the English Language.

Disciplinary Skills - able to:

B 1	identify issues (including ethical issues) in collecting reliable data relevant to the study of linguistics and the English language, and discuss these issues in an informed way.
B 2	collect typical sorts of data, with minimal guidance.
B 3	demonstrate an understanding of the issues involved in data analysis and an ability to use analytical techniques under supervision, evaluate and choose appropriate analytical techniques, and use them with minimal guidance.
B 4	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.

Attributes:

C 1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
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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.

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:

- 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.

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, 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?

Requirements

Students must take a minimum of 240 Credits in Linguistics over the period of their studies

Structure

Year 1 – Level 4

30 credits Foundations of Linguistics (compulsory module)

15 credits Language in the UK (compulsory module)

15 credits Sounds of English (compulsory module)

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15 credits Introduction to Phonology (compulsory module)
15 credits Introduction to English Syntax (compulsory module)
15 credits Languages of the World (compulsory module)
15 credits English in Use (compulsory module)

Progression Requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits.

Year 2 – Level 5

15 credits Aspects of Meaning (compulsory module)
15 credits Explaining Grammatical Structure (compulsory module)
15 credits Sociolinguistic Variation and Change (compulsory module)
15 credits History of English (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 Faculty of Humanities and Social Sciences, subject to space available on modules and 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 pass a minimum of 180 credits from their first and second years.

Final Year – Level 6

15 credits Research Methods in Linguistics (compulsory module)
30 credits Linguistics Research Project (compulsory module)

Minimum 15 credits / Maximum 75 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 in the Faculty of Humanities and Social Sciences, 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 pass a minimum of 270 credits to be awarded their degree.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

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 Do We Listen 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.

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.

Academic Support

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

All teaching staff hold regular office 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 in the College, including Disability and Dyslexia, Welfare, and Counselling.

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 the College's Thinking Writing team which supports students in the development of their writing skills. The College 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

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 is unique in its combination of social scientific and humanistic perspectives on language and linguistics, giving you a solid training in these two ways of problem solving and of thinking about the world. Employers appreciate the analytical skills and systematic understanding of communication that a degree in this area gives you. You will be extremely well placed to become a teachers of English Language, especially given the developing national curriculum. You will also have skills suitable for work in journalism and the media more generally, as well many other areas of work which depend on sensitivity to linguistic (and particularly English-related) issues. Examples include: management; teaching English as a foreign language (TEFL); radio and TV production; marketing, including branding and advertising strategy; public relations and communications; human resources; publishing, both traditional and IT; research and academia, and many more.

Programme Specification Approval

Person completing Programme Specification

Jill Evans, Head of Administration

Person responsible for management of programme

Prof D J Adger, Head of School

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

February 2014

Date Programme Specification approved by Taught Programmes Board

26 Mar 2014