

Programme Title: BA Linguistics



## Programme Specification (UG)

Awarding body / institution:	<input type="text" value="Queen Mary University of London"/>
Teaching institution:	<input type="text" value="Queen Mary University of London"/>
Name of final award and programme title:	<input type="text" value="BA Linguistics"/>
Name of interim award(s):	<input type="text"/>
Duration of study / period of registration:	<input type="text" value="3 years"/>
QMUL programme code / UCAS code(s):	<input type="text" value="Q100"/>
QAA Benchmark Group:	<input type="text"/>
FHEQ Level of Award :	<input type="text" value="Level 6"/>
Programme accredited by:	<input type="text"/>
Date Programme Specification approved:	<input type="text"/>
Responsible School / Institute:	<input type="text" value="School of Languages, Linguistics &amp; Film"/>

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

This programme gives students a broad, multi-dimensional understanding of the field of Linguistics, combining the analytical skills and deep knowledge of language gained through the theories and methods used in linguistics with a rich grounding in examples of human language diversity around the world. The degree encourages learning that is embedded in hands-on work collecting and analysing real language data. Students develop systematic ways of understanding the unique human capacity for language: how our brains work, how we learn language, universals of how human language is structured from sound, through word and sentence structures, and how meaning and discourse work in social contexts. The degree offers students the option to explore inter-disciplinary interfaces that may interest them too, such as how language is processed by the brain (psycholinguistics, psychology, neurolinguistics), the sociology of language and communication (sociolinguistics, ethnography), computational dimensions of language (computer science, computational linguistics), or the linguistics of literary language (literature).

### Aims of the programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of Linguistics to a broad constituency of well-qualified students.

2. To offer knowledge and understanding of the organising principles underlying a) the universal capacity of human language, as attested across languages of the world (phonetic, phonological, morphological, syntactic and semantic); b) the psycholinguistic dimension of language; c) the sociocultural and sociolinguistic dimensions of language; d) dynamics of variation and historical change in language.
3. To offer students the opportunity to critically engage with current theoretical perspectives on topics in language and linguistics.
4. To provide students with an opportunity and the necessary analytical skills to investigate for themselves aspects of language structure and variation.
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 Linguistics Subject Benchmark Statement aims for a Linguistics degree (sections 3.3-3.9, 3.11-3.19, 2.4). Indeed, the programme is unique among Linguistics degrees in the London area in its comprehensive scope of coverage of these desiderata. 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.

### Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

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

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

#### Academic Content:

A1	Ability to demonstrate a knowledge of the core theoretical concepts in the study of the human language capacity, and to 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 to real world language situations across a range of human languages.

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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 linguistics and apply the appropriate terminology in describing and analysing language data.

Disciplinary Skills - able to:	
B1	identify issues (including ethical issues) in collecting reliable linguistic data, 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.

### 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 Psychology or Computer Science during the course of their degree. Options may also be considered in other inter-disciplinary areas, such as English Literature or Comparative Literature, 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). 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 LIN4207 Thinking Linguistics: Approaches to Writing and Analysis (compulsory module) (QMUL Model Module)

15 credits LIN112 Sounds of English (compulsory module)

15 credits LIN401 Introduction to Phonology (compulsory module)

15 credits LIN402 Introduction to English Syntax (compulsory module)

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

15 credits LIN403 Languages of the World (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

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

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

15 credits LIN503 Aspects of Meaning (compulsory module)

Minimum 30 credits / maximum 90 credits of Level 5 elective modules to be chosen from a specified list of modules. This list will be provided to students each year and will cover the areas of syntax, semantics, phonetics, phonology, sociolinguistics, and typology.

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

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

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Academic Regulations which apply to them.

Final Year – Level 6

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

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 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>.

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

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.

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 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 QMUL'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

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areas such as public relations.

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## Programme Specification Approval

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**Person completing Programme Specification:**

Heather Heiner

**Person responsible for management of programme:**

David Adger, Head of School

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

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