Queen Mary
University of London

Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MRes Linguistics
Name of Interim Award(s)	
Duration of Study / Period of Registration	12 months full-time/24 months part-time
QM Programme Code / UCAS Code(s)	Q1T1 / Q1T2
QAA Benchmark Group	Linguistics
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	
Responsible School / Institute	School of Languages, Linguistics & Film

Schools which will also be involved in teaching part of the programme
Other (please specify by typing in box): LISS DTP

Institution(s) other than Queen Mary that will provide some teaching for the programme
Programme offered as part of the collaborative LISS DTP involving QMUL, King's and Imperial

Programme Outline

The MRes Linguistics is a pre-doctoral training programme designed to provide a critical, research led approach to the study of Linguistics, across a broad disciplinary range of subfields (sociolinguistics, formal linguistics, experimental linguistics, developmental linguistics), within each of which the Linguistics Department has world-leading expertise. This advanced subject specific training will be combined with training in the key research skills appropriate for Doctoral level study. Alongside a suite of substantive modules offered in conjunction with the Department's MA Linguistics, the programme includes core modules in research design, qualitative and quantitative methods taken jointly with social science students from a range of disciplines across QMUL, Kings College London and Imperial College as part of the training offered by the ESRC funded London Interdisciplinary Social Science Doctoral Training Partnership. The MRes Linguistics is in an approved pathway for ESRC funding, enabling students to apply for ESRC 1+3 funding to cover both the MRes and a PhD, and successful MRes graduates to apply subsequently for ESRC +3 PhD funding.

The proposed programme - MRes Linguistics - will run in parallel with the Department of Linguistics' existing MA Linguistics, providing the possibility of 1+3 funding for students seeking to pursue a PhD in this area.

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Aims of the Programme

The aim of the programme is to provide advanced training in wider social science research approaches and methodologies, combined with specialist study of linguistics for those wishing to proceed to a PhD. The programme provides:

. advanced knowledge of the field of linguistics with a specific focus on the theories for examining patterns of language in use and current problems and questions in this field;
• advanced and critical understanding of the methods use to investigate linguistic research topics and data;
• advanced training to carry out research in linguistics through the provision of core research training in social science epistemologies, research design and qualitative methods, and quantitative methods and data

What Will You Be Expected to Achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. These use the Benchmark Statement in Linguistics as a framework, interpreted in ways which reflect the distinctive nature of our research and teaching in Linguistics.

Academic Content:	
A1	knowledge of the fundamental analytical concepts and methods of inquiry related to language structure and language in use
A2	knowledge of how language interacts with other human systems, both cognitive and social, and an understanding of the principal theories that attempt to model these connections
A3	an understanding of the issues involved in techniques of linguistic data analysis, including both quantitative and qualitative approaches to both language structure and language use

Disciplinary Skills - able to:	
B1	the ability to take a systematic approach to the identification, description and analysis of language phenomena
B2	the ability to ask theoretically and empirically motivated questions about language structure and use
B3	the ability to apply the basic techniques for collecting/eliciting and transcribing data specific to the various subdisciplines of linguistics, including the use of language corpora, elicitation tasks, introspection, laboratory experiments, questionnaires, interviews and other types of linguistic fieldwork
B4	recognise the ethical and legal considerations involved in the collection of data from informants in the field or from participants in the experimental laboratory

Attributes:	
C1	ability to undertake critical thinking, and to communicate ideas effectively both orally and in writing
C2	sensitivity to diversity in linguistic and cultural systems, and an understanding of how to work with people (subject, informants, research participants) in a collaborative and respectful fashion

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C3	ability to posit and evaluate hypotheses through detailed argumentation
C4	ability to extrapolate patterns from complex datasets

How Will You Learn?

A range of Teaching and Learning techniques will be used, tailored to the learning outcomes of the different modules. These will include lectures, seminar discussions, directed readings, practical and library-based research, presentations, group work and knowledge transfer activities.

There is also a substantial component of private study and reading.

Learning will be supported by:
• coherently designed and effectively delivered modules
• detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module.
• the provision of key materials in libraries or through electronic resources
• individual feedback on written work
• appropriate assessment exercises within each module
• use of electronic teaching materials including Powerpoint, QMPlus and online reading lists
• encouraging active participation by students in small group discussions
• research methods training
• appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within the University and the wider London area. These include: the QMUL Library, the University of London Library at Senate House and the first rate resources of other libraries with substantial linguistics collections (e.g. the British Library, UCL Language and Linguistics Library); a range of IT resources including specialist linguistic software and corpora that the department has licenses for, and electronic learning resources (e.g. electronic academic journals).

All students are allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the course. Supervisors will have some expertise in the student's proposed area of dissertation research and may be drawn from across the School. Each student will receive individual supervisions, lasting at least 30 minutes, twice in each teaching semester a further 3-5 times during the examination term (when students will be working on their dissertation research). While primarily supporting the student in his or her dissertation research, the supervisor will also provide more general academic help, guidance and feedback. The programme convenor will also be available as a point of contact and assistance throughout the course.

A wide range of assessment techniques will also be used. These will include poster presentations, technical exercises, critiques of methodological and theoretical proposals in the literature, and extended written analyses of data. Individual module proposal forms list further details of assessment practices.

Overall, the programme offers a rich combination of summative and formative assessment. In particular, activities such as the Research Practicum will allow students to gain hands-on training in conducting advanced linguistics research and receive constant formative feedback from their research mentor. This experience will prove invaluable to them as they undertake the (summatively assessed) task of writing a dissertation.

How Will You Be Assessed?

A wide range of assessment techniques will also be used, including a written dissertation of 12,000-15,000 words. These will include poster presentations, technical exercises, critiques of methodological and theoretical proposals in the literature, and extended written analyses of data. Individual module forms list further details of assessment practices.

Overall, the programme offers a rich combination of summative and formative assessment. In particular, activities such as the Research Practicum will allow students to gain hands-on training in conducting advanced linguistics research and receive constant formative feedback from their research mentor. This experience will prove invaluable to them as they undertake the

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How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

As specified in the ESRC DTP Guidelines, students enrolling in this programme will complete a Training Needs Assessment (TNA) in the summer prior to the start of the academic year. As a result of this assessment, the programme convenor will determine whether the student should follow the "generic" training pathway, or whether (because of prior experience/qualifications) instead needs a more "advanced" training pathway.

All students on the degree will take the following two compulsory modules:
1) LIN7006 Dissertation (60 credits)
2) LIN7005 Dissertation Proseminar (15 credits)

Based on the outcome of the TNA, students will also take 60 credits from the following:
3) Introduction to Social Science Research 1: Epistemology, Research Design and Qualitative Methods (QMUL; 30 credits)
4) Introduction to Social Science Research 2: Quantitative Methods and Data (QMUL; 30 credits)
5) Philosophy of Social Science and Principles of Research Design (LISS - King's)
6) Epistemology, Methodology & Ethics in the Social Sciences (King's)
7) Introduction to Data Analytics and Statistics (Imperial)
8) Introduction to Qualitative Methods (LISS - QMUL)
9) Introduction to Quantitative Methods (LISS - Imperial)

In addition, students will select 3 optional modules from the following:

LIN7002 Sociolinguistic Theory
LIN2027 Trends in Linguistic Research
LIN7020 Ethnography of Communication
LIN7026 Concepts and Consequences in Grammatical Theory
LIN7028 Extensional Semantics
LIN7018 Bilingualism
LIN7032 Formal Syntax
LIN7010 Sociophonetics
LIN7031 Corpus Linguistics
LIN7016 Understudied Languages and Linguistic Theory
LIN7014 Research Practicum
LIN7007 From Morpheme to Meaning
LIN7003 Experimental linguistics
LIN7019 Sex, Gender and Language
LIN7023 Research Methods in Sociolinguistics

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science Research 1: Epistemology, Research Design and Qualitative Methods	tbd	30	7	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science Research 2: Quantitative Methods and Data	tbd	30	7	Compulsory	1	Semester 2
Dissertation Proseminar	LIN7005	15	7	Compulsory	1	Semester 2
Dissertation	LIN7006	60	7	Core	1	Semester 3
Sociolinguistic Theory	LIN7002	15	7	Elective	1	Semester 1
Ethnography of Communication	LIN7020	15	7	Elective	1	Semester 1
Trends in Linguistics Research	LIN7027	15	7	Elective	1	Semester 1
Concepts and Consequences in Grammatical Theory	LIN7026	15	7	Elective	1	Semester 1
Extensional Semantics	LIN7028	15	7	Elective	1	Semester 1
Multilingualism and Bilingualism	LIN7034	15	7	Elective	1	Semester 1
Formal Syntax	LIN7032	15	7	Elective	1	Semester 1
Sociophonetics	LIN7010	15	7	Elective	1	Semester 1
Corpus Linguistics	LIN7031	15	7	Elective	1	Semester 1
Understudied Languages and Linguistic Theory	LIN7016	15	7	Elective	1	Semester 1
Research Practicum	LIN7014	15	7	Elective	1	Semester 2
From Morpheme to Meaning	LIN7007	15	7	Elective	1	Semester 2
Experimental Linguistics	LIN7003	15	7	Elective	1	Semester 2
Sex, Gender and Language	LIN7019	15	7	Elective	1	Semester 2
Research Methods in Sociolinguistics	LIN7023	15	7	Elective	1	Semester 2

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What Are the Entry Requirements?

*an upper second class (or overseas equivalent) in a taught postgraduate degree with a significant linguistics component, or a first class honours undergraduate linguistics degree (or overseas equivalent)

*proof of advanced proficiency in academic English will be required for applicants where English is not a native language (IELTS 7.0, with 7.0 in writing)

*a compelling PhD proposal that is an excellent fit for the research interests and expertise of our staff.

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

Students receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in the School and via the DTP more broadly.

Programme-specific Rules and Facts

N/A

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. The School of Language, Linguistics and Film also has a

dedicated Student Experience Manager, who acts a liaison between central DDS services and provision within the School.

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)
• Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

Taking advantage of direct links with employers and users of linguistics expertise is an integral component of training within Linguistics at QMUL. The department has an established Knowledge Transfer Partnership scheme that enables students on our MA/MRes programmes to work in collaboration with partners in the commercial and third sectors to exchange information and expert knowledge. Under this scheme, students receive module credit for the equivalent of 150 hours of work with a corporate partner. The scheme thus allows students to develop a network of professional contacts and gain experience outside the higher education sector; supply corporate and third sector partners with expert linguistic knowledge where they require it; highlight to both students, staff and corporate and third sector partners the benefits of collaborative research; and raise the profile of Queen Mary Linguistics and the College as a whole. We have to date already run student placement at the BBC, the British Library, the British Museum, and at Mothertongue (a charity providing multilingual therapeutic counselling). We anticipate further agreements from a range of employers in the areas of broadcast and print media; education and family services; law and justice; and human resources.

Programme Specification Approval

Person completing Programme Specification

Dr Erez Levon

Person responsible for management of programme

Dr Erez Levon

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

27 Oct 2016

Date Programme Specification approved by Taught Programmes Board

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