Queen Mary
University of London

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	BA Linguistics
Name of interim award(s):	
Duration of study / period of registration:	3 Years, 4 Years With A Year Abroad Option
QMUL programme code / UCAS code(s):	Q100
QAA Benchmark Group:	Linguistics
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of the Arts

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

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

n/a

Programme outline

This programme gives students a comprehensive understanding of the field of Linguistics, combining the analytical skills and deep knowledge of language gained through the theories and methods with a rich grounding in examples of human language diversity around the world. The degree has a strong core of general data science skills that are transferable to almost all chosen career paths.The programme encourages 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 human language from sound, through word and sentence structures, to how meaning and discourse work in social contexts. The degree offers the option to explore inter-disciplinary interfaces 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

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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 equip students with general data sciences skills transferable to any career path and enhancing employability.

4. To offer students the opportunity to critically engage with current theoretical perspectives on topics in language and linguistics.

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 linguistic concepts in the study of the human language capacity 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 to real world language situations across a range of human languages.
A3	Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.
A4	Ability to use general data sciences skills in describing and analysing language data.

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	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 among 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 multimedia 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.

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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. Examination 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?

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 over the period of their studies.

Structure

Year 1 - Level 4

Semester A
15 credits LIN4218 What is Language? (compulsory module)
15 credits LIN4211 Sociolinguistics: English in Use (compulsory module)
15 credits LIN4217 Sounds and sound systems (compulsory module)
15 credits LIN4207 Thinking Linguistics: Approaches to writing and analysis (compulsory module)

Semester B
15 credits LIN4214 Myths and debates about human language (compulsory module)
15 credits LIN4219 Syntax: The structure of English (compulsory module)
15 credits LIN4216 Semantics: How we make meaning (compulsory module)
15 credits LIN4215 The psychology of language (compulsory module)

Progression requirements: To successfully progress to Year 2, Year 1 students must meet the overall credit requirements for progression under the Academic Regulations that apply to them.

Year 2

15 credits LIN5220 Qualitative data: Interaction and discourse (compulsory module)
15 credits LIN5219 Research methods for quantitative data (compulsory module)
15 credits LIN5213 Explaining Grammatical Structures
15 credits Semantics requirement (compulsory), choose from one of two guided electives running that year.

Minimum 0 credits/maximum 60 credits of optional modules to be chosen from LIN-coded modules at Level 5.
Minimum 0 credits/maximum 60 credits of optional modules to be chosen from all modules offered in The School of the Arts, The Faculty of Humanities and Social Sciences, Psychology, Computer Science, with adviser guidance.
A maximum of 30 credits may be Level 4 or Level 6, with adviser's agreement.

Progression requirements: To successfully progress to the final year, Year 2 students must meet the overall credit requirements for progression under the Academic Regulations that apply to them.

Final year - Level 6
30 credits LIN042 English/Linguistics Research Project (compulsory module)

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Minimum 30 credits/maximum 90 credits of optional modules to be chosen from LIN-coded modules at Level 6.
Minimum 0 credits/maximum 60 credits of optional modules to be chosen from all modules offered in The School of the Arts and Queen Mary University of London, with adviser guidance.
A maximum of 30 credits may be Level 5, with advisor's agreement. No Level 4 modules are allowed in the final year.

Requirements for Award
Students must meet the overall credit requirements for award under the Academic Regulations that 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 stated in the Queen Mary prospectus for current entry, and on the Queen Mary website (https://www.qmul.ac.uk/undergraduate/coursefinder/?searchStudioQuery=&isGrid=false&facets=&orderBy=&start=0).

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 an Education Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including the monitoring of 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 a regular Programme Review of their taught undergraduate and postgraduate provision. Programme Review is a continuous process of reflection and action planning that 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 Student Voice Committee provides a formal means of communication and discussion between schools/institutes and 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. Student Voice Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback also through the Module Experience Survey 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 progress.

There is a dedicated Student Support Officer in the School of the Arts, 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 the Arts recognises how closely writing is linked to thinking, and how important writing skills are both in the academic and professional world, and collaborates with QMUL's Thinking Writing Team to support students in the development of their writing skills. QMUL also offers a range of services to support students in their learning and help develop them academically and professionally. These include: Academic Study Workshops, Academic English, Study Skills Support, and Peer Assisted Student Support.

How inclusive is the programme for all students, including those with disabilities?

The curriculum is designed with Equality, Diversity, and Inclusion in mind, in terms of content and assessment design. QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning diifferences 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 difference 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

Programme-specific rules and facts

None

Links with employers, placement opportunities and transferable skills

Graduates from Queen Mary's School of the Arts go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers in education or the arts, while others transfer skills gained during study into a diverse range of areas (public relations, business, civil service, etc.).

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Programme Specification Approval

Person completing Programme Specification: | Professor Devyani Sharma

Person responsible for management of programme: | Professor Devyani Sharma

Date Programme Specification produced / amended by School / Institute Education Committee: | 04.12.24

Date Programme Specification approved by Taught Programmes Board: |

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