BA (Hons) Linguistics and…
Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	HLSS
Programme accredited by	N/A
Highest award title	BA (Hons) Linguistics and…
Default award title	BA (Hons) Joint Studies
Interim award title	Cert. HE Linguistics (60 credits) Dip. HE Linguistics (120 credits) BA (Linguistics) (180 credits)
Modular Scheme title (if different)	Joint Honours
UCAS code (or other coding system if relevant)	Accounting and Linguistics NQ41 Business and Linguistics NQ11 Business Decision Mathematics and Linguistics GR39 Computing and Linguistics GQ4C Early childhood studies and Linguistics QX13 Education and Linguistics XQ31 English Language and Linguistics B80 QQ3C Environmental Science and Linguistics FQ81 Geography and Linguistics LQ71 History and Linguistics VQ11 Information Systems and Linguistics GQ61 Languages and Linguistics Q100 Life sciences and Linguistics CQ71 Linguistics and English QQ13 Linguistics and Marketing QN15 Linguistics and Mathematics GQC1 Linguistics and Politics QL12 Linguistics and Sociology LQ31 Linguistics and Statistics GQ31 Psychology and Linguistics CQ8C
Relevant QAA subject benchmarking group(s)	Linguistics
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	Ongoing

Authorised by…Professor Geoffrey Channon

Date:…September 2007 *(additional option modules at level 3 approved by VARC)*

Version Code
3.

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

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Section 2: Educational aims of the programme

To equip students with knowledge and understanding
- of language and linguistic behaviour in a broad sense, including structural, social, psychological aspects of language, in spoken and written form.
- of language as a uniquely human attribute, and of communication systems used among other species (Benchmark statement: defining principles)
- of the fact that language and linguistics behaviour are highly structured and that the nature of these structures can be elucidated by systematic study through a range of theoretical and empirical methodologies (Benchmark statement: defining principles)
- of basic concepts, modes of analyses and theoretical approaches in several areas of study known as "levels of analysis", in particular of phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse.
- of the role of language in society, the way language is acquired, and the way it changes.
- of the history of the field of Linguistics, of the methodologies used to investigate language, and of the ethical issues involved in collecting and storing data from informants.
- To develop generic intellectual skills – notably those of analysis, synthesis, evaluation and coherent presentation – in self-directed graduates possessing a high degree of literacy and linguistic competence.
- To develop subject-specific skills, such as basic techniques for collecting, transcribing and storing data, lucid and critical presentation of theories and reliable data;
- To develop key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

A. Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A. Knowledge and understanding of: 1. Basic concepts, modes of analyses and theoretical approaches in different levels of analysis: phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse. 2. The role of language in society, bilingualism, language and gender 3. The history of the field and methodologies used to study language 4. The way language is acquired and the way it changes under different influences.	**Teaching/learning methods and strategies** Acquisition of 1 is through study of core modules at levels one (introduction to Linguistics 1) and two (Foundations of Linguistics 1) Acquisition of 2 is through a module at level one (Introduction to Linguistics 2) and various options at level 3. Acquisition of 3 is through a module at level 2 (Foundations of Linguistics 2), and the project module at level 3. Acquisition of 4 is through a module at level 1 (Introduction to Linguistics 2) and options at level 3. Throughout, the learner is encouraged to undertake independent study and to participate in group or individual projects, assignments, oral presentations in class, to practise using relevant computer software and web-based exercises, as appropriate for different areas of study.

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
1. An understanding of the relationship between data and theory, and the role of hypotheses in testing theories. 2. The ability to extract and synthesise key information from the literature and from oral or written data. 3. An understanding of issues and problems in various fields of linguistics. 4. The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a reasoned argument. 5. The ability to plan and carry out a piece of research, either individually or as a member of a group. 6. The ability to use IT skills appropriately for retrieving information, analysing data and writing reports or assignments.	1. This is part of many modules at levels 1, 2 and 3, but is trained in Foundations in Linguistics 2 and in the project in particular. 2/3/4. This is practised in written coursework and oral presentations throughout the degree. 5. This is practised through the project module, but is also practised in oral presentations and written assignments for Introduction to Linguistics 2. 6. Students are introduced to relevant software for the analysis of texts and child language. More generally used IT packages such as Word, Excel, Powerpoint are used in various modules. Students develop library skills while preparing oral presentations and written assignments.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
1. Critically judging and evaluating evidence, especially in relation to the use of language in specific modes, genres and contexts. 2. Acquiring complex information of diverse kinds, from a variety of sources (library, www, CD-roms, corpora, discussion with peers. 3. The ability to use and present material clearly, and to reason and argue effectively, both orally and in writing, using the appropriate register and style and with proper referencing. 4. Considering the ethical issues involved in data collection and data storage.	These skills are practised through practical analyses of oral and written data from a variety of sources, for modules that focus on Textlinguistics, Language Acquisition and Sociolinguistics. A range of these skills developed for formal and informal assignments, presentations in seminars, exams and through the planning and completion of a research design at level 2. For those who choose to do the Linguistics project, there is an opportunity to practise these skills at level 3.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
1. Thinking and judging independently 2. The ability to work autonomously under pressure and to meet deadlines. 3. The ability to work co-operatively as a constructive team member. 4. The ability to make competent use of a range of information and communications technology for gathering and managing information.	*Skill 1 is practised by independent reading, discussions in seminars and the preparation of essays for coursework. Skill 2 will be fostered by the requirement to manage and progress coursework assignments and to submit them on time. Skill 3 will be developed through teamwork in joint oral presentations for seminars (Introduction to Linguistics 2). Skill 4 will be developed by the requirement to research assignments using Web-based and other electronic resources, and to submit all written coursework in word-processed format.*

Section 4: Programme structure
Use next page to provide a structural chart of the programme showing:
• *Level and credit requirements*
• *Interim award requirements*
• *Module diet, including compulsory/core/optional modules*

Level 1
UPNQ35-30-1 Introduction to Linguistics 1: the nature of language and its subsystems
UPNQ36-30-1 Introduction to Linguistics 2: sociolinguistics and child language

Level 2
UPNQ67-30-2 Foundations in Linguistics 1: syntax and semantics
UPNQ68-30-2 Foundations in Linguistics 2: methods and history of Linguistic thought

Level 3
UPNQ95-30-3 Advanced Sociolinguistics
UPNQ97-30-3 Linguistics Project
UPNQ9A-30-3 Bilingual children: perspectives on language and culture
UPNQ9H-30-3 Language and the Comic
UPLQ9L-30-3 Teaching of English to speakers of other languages (TESOL)
UPNQ9P-30-3 Critical Text Analysis
UPNQ9N-30-3 The Cultural History of the English Language

ENTRY
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		Compulsory modules	Optional modules	Interim Awards:
	level 1	**Compulsory modules** • UPNQ35-30-1 Introduction to Linguistics 1 • UPNQ36-30-1 Introduction to Linguistics 2 **Core modules** None	**Optional modules** There are no options	**Interim Awards:** • Credit requirements 60 • Other requirements n.a.
	level 2	**Compulsory modules** • UPNQ67-30-2 Foundations in Linguistics 1 • UPNQ68-30-2 Foundations in Linguistics 2 **Core modules** None	**Optional modules** There are no options	**Interim Awards:** • Credit requirements 120 • Other requirements n.a.
	Year out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement* Students combining this award with an award in French, German, Spanish or EFL will be encouraged to take an optional year abroad/placement.		
	level 3	**Compulsory modules** There are no compulsory modules • Core modules There are no core modules	**Optional modules** (full list available at http://www.uwe.ac.uk/hlss/llas/uglingui.shtml) Any two of: • UPNQ95-30-3 Advanced Sociolinguistics • UPNQ97-30-3 Linguistics Project • UPNQ9A-30-3 Bilingual children: perspectives on language and culture • UPNQ9H-30-3 language and the comic • UPLQ9L-30-3 Teaching of English to speakers of other languages • UPNQ9P-30-3 Critical Text Analysis • UPNQ9N-30-3 The Cultural History of the English Language	**Prerequisite requirements** • Minimum credit/module requirements n.a. • other n.a. **Awards:** • Target/highest 360 • Default title BA (Hons) Joint Studies **Credit requirements** 360

→ **GRADUATION**

Section 5: Entry requirements

The basic minimum entry requirements are given below.
- GCE or VCE (Vocational Certificate of Education) 6-unit A-level at grade E or above in two subjects with grade C or above in three GCSE subjects
- GCE or VCE 6-unit A-level at grade E or above in three subjects with grade C or above in one GCSE subject *(Two 3-unit AS qualifications will be considered equivalent to one 6-unit award, providing you have a minimum of two 6-unit awards or one 12-unit award.)*
- The 12-unit VCE double award
- A National Certificate or Diploma
- Pass in an appropriate Access or Foundation course
- Advanced General National Vocational Qualification (AGNVQ)
- Advanced General Scottish Vocational Qualification (AGSVQ).
- The International Baccalaureate
- The European Baccalaureate
- The Irish Leaving Certificate with C or above in two subjects at Higher level and three at Ordinary level
- The Scottish Certificate of Education, with grade C or above in three subjects at Higher, and grade 3 or above in two subjects at Standard grade or Intermediate 2.
- National Vocational Qualifications or Scottish Vocational Qualifications Level 111
- Other European and International qualifications which the University considers to be equivalent to the above
- Evidence which demonstrates to the University that a person can benefit from study at the appropriate level.

English Language requirements: All students must have a recognised English Language qualification of at least GCSE grade C or equivalent standard. If English is not your first language, test results such as IELTS 6.0, TOEFL 570 or 230 if computer test, NEAB or Cambridge Proficiency grade C will be acceptable.

Section 6: Assessment Regulations

a) **MAR**   Yes

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

- 2 hours per week contact throughout in all taught modules
- Independent learning through web-based exercises.
- Teaching predominantly in seminar groups not exceeding 20 in number.
- Regular setting and feedback on formal and informal assignments

Section 8 Reference points/benchmarks
- Subject benchmarks : QAA Benchmark statement for 'Linguistics' (2001)
- SEEC Credit Level Descriptors 2001.
- UWE teaching and learning and assessment policies.
- PCEP: Approval of New Programmes & Award Routes: Guidance Notes on Documentation to be Submitted (2001-02) (September 2001).

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.