**Programme Specification**

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| **Please note:** 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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA English Language and Linguistics**  **(Single Honours (SH); Joint Honours (JH) and SH/JH programmes with a Year Abroad)** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of European Culture and Languages |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **Final Award** | BA (Honours)  Fallback awards of Certificate, Diploma, BA (without honours) |
| 1. **Programme** | English Language and Linguistics (Single Honours/Joint Honours; SH & JH with a year abroad) |
| 1. **UCAS Code (or other code)** | **Single Honours** QQ13  **Joint Honours (ELL and one of the following):**  Business Administration (QN32)  Comparative Literature (QQ32)  Drama & Theatre Studies (WQ43 )  English & American Literature (Q391)  French (RQ13)  German (RQ23)  Hispanic Studies (RQ43)  History (VQ1H)  Italian (RQ33)  Philosophy (VQ5H)  Politics (LQ23) |
| 1. **Credits/ECTS Value** | 360 (or 480 with a Year Abroad) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Linguistics (L); Languages, Cultures and Societies (LCS), |
| 1. **Date of creation/revision** *(note that dates are necessary for version control)* | August 2010 / February 2016 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2010 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. Provide a challenging and research-led programme of study, relevant to the needs of students with a strong interest in English language and language structure more generally.  2. Meet the needs of those thinking of working in education, training, writing, publishing, commerce, language-based therapy and tourism, or other careers where sensitivity to language and communication plays a central role.  3. Offer grounding in linguistic theory, and sensitivity to social, cultural and political issues which surround the use of language.  4. Provide teaching which is informed by current research, scholarship and good practice, requiring engagement with aspects of work at the forefront of knowledge.  5. Enable students to manage their own learning and to carry out independent research.  6. Develop general critical, analytical and problem-solving skills.  7. Provide students with opportunities for the development of their personal, communication, research and other key skills appropriate for employment or postgraduate study.  8. Enable students to think and work creatively and intellectually and to stimulate their search for knowledge and insight.  **For programmes with a year abroad:**  9. Provide the opportunity to study another culture’s approach to the study of linguistics http://www.kent.ac.uk/humanities/studying/modules/2016-2017/faculty/index.html.  10. If studying in continental Europe, to develop the ability to communicate in another language, in part through the provision of language modules at the host university |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the subject benchmarking statements for Linguistics, and Languages , Cultures and Societies (hereafter referred to as ‘L’ and ‘LCS’ respectively. |

**A. Knowledge and Understanding of:**

1. The inter-disciplinary nature of linguistics and language studies **(L3.2; L3.3; L4.2; LCS3.1 and LRS3.3)**.

2. Terminology to describe and understand the nature and use of language, including relevant descriptive linguistic concepts **(L3.3)**; and terms relevant to theory and explanation in linguistics **(L4.1; L6.8)**; the role of language in social life **(L4.3)** and synchronic and diachronic perspectives **(LCS4.5)**.

3. The way speech sounds are articulated, described and change in isolation and in natural speech **(LCS4.1 ‘phonetics’)**, and how these speech sounds are organized into a system **(L3.5 ‘phonology’)**.

4. The structures and properties of individual words and sentences **(L3.6: ‘morphology’ and L3.7 ‘syntax’)**.

5. The way meaning is generated in language **(L3.8 ‘semantics’ and L3.9: ‘pragmatics’)**.

6. Language varieties, styles and registers **(L3.12: ‘sociolinguistics’)**, with particular reference to English.

7. Intercultural language issues **(LCS7.12; L2.3)**.

8. Language acquisition **(L3.16)**

9. Discourse in its broader political, historical and socio-cultural contexts **(L3.10; LCS5.10; LCS7.14)**, i.e. discourse analysis, stylistics and text analysis, theories of discourse.

**For programmes with a year abroad:**

10. Approaches to linguistics in another culture

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Acquisition of 1-9 is achieved through a combination of taught classes, interactive lectures, tutorials, seminars and workshops throughout the programme providing the opportunity to develop critical engagement with linguistic data and theory (as per benchmark statement L5.3 and L5.4). Students will be expected to undertake individual and collaborative work under supervision from academic staff. Independently prepared practical work is an aspect of the programme (L5.4)

Learning is assessed through a combination of written and oral coursework, project work, and unseen written examinations (as per benchmark statements L5.6 and L5.7; LRS6.1 and 6.12). Progress is continuously monitored.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Develop lines of argument and make sound judgements in accordance with the basic theories and concepts of the subjects (‘constructing and managing an argument’).

2. Engage in critical reflection, verbal discussion and written and interpretative analysis of key material (‘critically judging and evaluating evidence’).

3. Present, evaluate and interpret a variety of data using defined techniques in a logical and systematic fashion.

4. Assess the merits of contrasting theories and explanations, including those from other disciplines.

5. Select and use a variety of methods for collecting and analysing data and assess the efficacy of each.

6. Consider the ethical aspects of collecting, handling and storing of data.

7. Summarize and synthesize information from a number of sources

8. Reach independent judgements about data or theory.

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Acquisition of 10-17 is achieved through a combination of interactive lectures, tutor- and student-led seminars, workshops and student presentations, with an emphasis where appropriate on student-centred activity (e.g. student-led seminars with staff support for individual or group presentations, guided research). Support for some kinds of assignment (e.g. research dissertations, group presentations) may also include individual or group tutorials.

Learning and teaching methods and strategies aim to make the process of teaching and learning satisfying, stimulating, inclusive, challenging, and productive.

Assessment of 10-17 is through written and practical coursework assignments, project work and unseen examination. Progress is continuously monitored (see benchmark statements L5.6; L5.7; LRS5.1 and LRS5.2)

**C. Subject-specific Skills:**

1. Demonstrate knowledge of the main methods of enquiry and analysis in linguistics and its sub-fields and apply this knowledge independently **(L4.1; LCS5.10 and LCS5.11)**.

2. Understand the technical and ethical issues in linguistic data collection **(L4.1)**.

3. Present linguistic data appropriately by means of charts, graphs, tables, matrices, diagrams and quotation **(L4.1)**

4. Evaluate and interpret linguistic data, develop lines of argument, and make sound judgements in accordance with the central theories and analytical concepts in linguistics and its sub-fields **(L4.3)**.

5. Separate descriptive from prescriptive linguistic judgements, and challenge linguistic prejudice.

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

The learning of subject-specific skills permeates the content of all the subject modules: core modules at Stage 1 in particular are designed to challenge received views of language and provide students with the conceptual bases and tools necessary for a scientific and intellectually robust understanding of its workings. These concepts are then applied, and challenged where necessary, at Stages 2 and 3.

These skills are assessed through coursework and examinations (see above, and benchmark statements L5.6 and 5.7)

**D. Transferable Skills:** *(Non-subject specific key skills)*

1. Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and in writing **(L4.4 and LCS5.3)**.

2. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences **(L4.3; LCS5.15)**.

3. Interact effectively within small groups, exercising personal responsibility, sensitivity and appropriate decision-making skills **(L4.4; LCS5.16)**.

4. Manage their own learning effectively and responsibly, demonstrating the ability to conduct independent research, to achieve goals, take initiative, be organised and meet deadlines **(L4.4; LCS5.15)**.

5. Understand the dynamics of oral and written communication within a variety of settings **(L4.4; LCS5.16)**.

6. Select and use appropriate library and information technology application and resources **(L4.2; LCS5.15)**

7. Show competence at an advanced level with IT, including aspects relating to multimedia and multimodal discourse **(L4.3)**.

8. Manage time and prioritize workloads

9. Take notes accurately and effectively.

10. Use problem-solving skills in a variety of theoretical and practical situations.

**For programmes with a year abroad:**

11. If the year abroad is taken in a European country, enhanced working knowledge of and ability to communicate in another language.

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

The acquisition of transferable skills permeates the content of all the modules to varying extents. They are assessed as part of the coursework assessment. (L5.6 and L5.7), and attract comment in feedback on student work.

Students develop written and oral skills via regular essays and oral presentation undertaken individually or in groups. Successful completion of assignments requires both attendance at lectures and seminars and independent research, demanding of the student an ability to summarize, synthesize and analyse information from a variety of sources. Time management skills are acquired through rigid enforcement of assessment deadlines as per faculty guidelines.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  The programme is offered on both a full-time and a part-time basis. Full-time students complete the programme in three years and part-time students normally complete in six years.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Full-time students will, each year, take modules amounting to 120 credits. Joint Honours (JH) students must pass at least the compulsory modules at Stage 1 to proceed to the next stage. Students must then pass at least 45 credits of English Language and Linguistics at Stage 2 and Stage 3. Students will also take modules in the other degree subject of their Joint Honours programme, and if the requirements of that subject permit, may take other English Language and Linguistics modules from the above list and/or modules chosen from other subjects in the Faculty of Humanities.  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  The structure of the programme and the modules which make it up, their levels, credits and the terms in which they are taught, are shown below. Note that not all modules are available every year. Details of all modules can be found at [www.ukc.ac.uk/secl/ell](http://www.ukc.ac.uk/secl/ell) and link for the module map. |

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| Year Abroad students will choose from modules in English Language and Linguistics offered at selected overseas universities with which the University already has established Erasmus/Socrates or international contacts (via the International Development Office). The content of these modules will vary according to institution, but students will be required to take modules relevant to their Kent degree programme.  Where this programme is taken as a joint honours programme with another subject that has a compulsory Year Abroad component in a specific country or countries (for example: BA programmes in French, German, Hispanic Studies or Italian) then students are required to attend the compulsory year abroad in a country that speaks in the target language and they will be taught in the target language unless informed otherwise. The Languages Year Abroad includes specific rules governing credit retrieval and dispensation. For full details, please see the programme specification relating to the appropriate language.  Where this programme is taken as Joint Honours programme with any other subject (listed in Section 8), students will attend an institution which teaches in English. .  Students will be given guidance from the first year on procedures towards the Year Abroad (Code of Practice, Annex Q, 1, 5, 6). The Director of the Year Abroad Programmes for English Language and Linguistics will act as a departmental point of contact (Code of Practice, Annex Q, 3). The European and International Offices will oversee the general management of the Year Abroad placements in the normal way (Code of Practice, Annex Q, 2-5, 7).  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in English Language & Linguistics. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in English Language & Linguistics. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  Students successfully completing Stage 2 and also the year abroad and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad*.*  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#fallbackawards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programmelearning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programmelearning outcomes. For further information refer to the Credit Framework. Compulsory modules cannot be trailed, condoned or compensated. |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | |
| **Compulsory Modules** | | | | |
| LL310 | Foundations of Language 1: Sounds and Words | 4 | 30 | Autumn of Spring |
| LL311 | Foundations of Language 2: Structure and Meaning | 4 | 30 | Autumn or Spring |
| **Optional Modules** These modules are indicative; The full list of options is available from the programme leader. Students must select at least 15 credits from the following: | | | | |
| LL307 | Tackling Text | 4 | 15 | Spring |
| LL309 | World Englishes: English as a Global Language | 4 | 15 | Autumn |
| LL312 | Grammar for Everyone | 4 | 15 | Autumn or Spring |
| **Stage 2** | | | | |
| **Optional Modules** These modules are indicative; The full list of options is available from the programme leader.Single Honours students must select at least 90 creditsat Stage 2. Joint Honours students must select at least 45 credits at Stage 2: | | | | |
| LL513 | Language Variation and Change | 5 | 30 | Autumn or Spring |
| LL518 | Stylistics: Language in Literature | 5 | 30 | Autumn or Spring |
| LL519 | Syntax 1 | 5 | 15 | Spring |
| LL521 | Research Skills (English Language & Linguistics | 5 | 15 | Autumn or Spring |
| LL522 | Morphology | 5 | 15 | Autumn or Spring |
| LL525 | The Study of Speech | 5 | 30 | Autumn or Spring |
| LL534 | Semantics and Pragmatics | 5 | 30 | Autumn or Spring |
| LL536 | English Language in the Media 1 | 5 | 15 | Autumn or Spring |
| LL537 | English Language in the Media 2 | 5 | 15 | Autumn or Spring |
| LL538 | First Language Acquisition | 5 | 15 | Autumn or Spring |
| PL602 | Philosophy of Language | 5 | 30 | Spring |
| **Stage A for Single Honours student or Joint Honours without a language students (Optional)** | | | | |
| HU503 | Humanities Study Abroad | 6 | 120 | Autumn & Spring |
| **Stage A for students studying Joint Honours with a European language (Compulsory)** | | | | |
| LA514 | Languages Year Abroad | 6 | 120 | Autumn & Spring |
| **Stage 3** | | | | |
| **Optional Modules** These modules are indicative; The full list of options is available from the programme leader. Single Honours students must select at least 90 credits at Stage 3. Joint Honours students must select at least 45 credits at Stage 3: | | | | |
| LL510 | Stylistics & Creative Writing | 6 | 15 | Autumn or Spring |
| LL512 | Language Processing | 6 | 30 | Autumn or Spring |
| LL524 | History of British English | 6 | 30 | Autumn or Spring |
| LL530 | Writing in the Media: A Practical Approach | 6 | 15 | Autumn or Spring |
| LL531 | Language in Atypical Circumstances | 6 | 15 | Autumn or Spring |
| LL532 | Learning and Teaching Languages | 6 | 15 | Autumn or Spring |
| LL533 | Topics in Pragmatics | 6 | 15 | Autumn or Spring |
| LL535 | Topics in Semantics | 6 | 15 | Autumn or Spring |
| LL539 | English Language Teaching 1 | 6 | 15 | Autumn or Spring |
| LL540 | English Language Teaching 2 | 6 | 15 | Autumn or Spring |
| LL541 | Language and Gender | 6 | 15 | Autumn or Spring |
| LL599 | Dissertation | 6 | 30 | Autumn and Spring |
| PL576 | Philosophy of Language | 6 | 30 | Spring |

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| **18 Work-Based Learning**  Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students: |
| Not applicable |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services, see <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html> * Academic Adviser system * Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/) * Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Development Office, see [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/) * Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html) * Departmental website * Departmental social media (Facebook) * Regular staff office hours |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| Students must:   * Be at least 17 years of age by 20 September in the year they begin their programme. There is no upper age limit to studying. * Possess terminal secondary school certificates (e.g. A-Level or International Baccalaureate) or university certificates approved by the University, or appropriate national or international qualifications. * Demonstrate native or near-native proficiency in English * Standard entry requirement: * A/AS Level 320 points (3.5 A Level equivalents) including AB at A level; IB Diploma with 16 points at Higher. Your qualifications must include English to GCSE level and demonstrate a strong interest in language. For fuller information see University undergraduate prospectus. * Mature and overseas students will be considered on an individual basis * Admission with exemption for advanced standing and Credit Accumulation may be possible * Overseas students must have proof of proficiency in English * Access Courses: validated access courses in appropriate subjects * Degree: a degree from a British or Irish University or CNAA degree * Appropriate school leaving profile (non-UK) * International applicants must achieve the equivalent of BBB at A level in their relevant qualification.  They must also provide evidence of proficiency in English, such as an overall average of 6.5 in the IELTS test with a minimum 6.0 in reading and writing.  If a student has not yet reached these standards, the University offers a Foundation Programme for international students, which gives prospective students a year's academic and language training before they begin their degree. |
| 20.2 **What does this programme have to offer?** |
| * A degree programme concerned with all aspects of English Language, both oral and written, including conversation analysis, and text analysis and detailed engagement with linguistic theory * A degree programme which places English language in its broader political, historical and socio-cultural contexts * A broad range of key and transferable skills, acquisition of which will be useful in a variety of careers * The opportunity to develop communicative language skills in a wide range of academic genres e.g. seminar presentations, small and large group discussion, and essay, project and report writing * The opportunity to learn how to collect data and conduct research projects for professional purposes * An attractive campus, with friendly and supportive staff * The opportunity to study in Canterbury: a centre of historical, cultural and literary significance * A programme situated within the context of a large and interdisciplinary School of European Culture and Languages |
| 20.3 **Personal Profile** |
| Students should have:   * A lively interest in language, particularly English, in its cultural, historical and social contexts * A keen interest in language structure * A willingness to develop communication and interpersonal skills through participation in and leadership of groups * A commitment to develop critical, analytical and problem-solving skills * A readiness to challenge received views and prejudices relating to language * Flexibility of mind, the capacity for self-reflection, and the desire to be intellectually independent. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework, see <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Learning and Teaching Committee * Faculty Learning and Teaching Committee * Faculty Board * Learning and Teaching Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS * Academic Adviser * On-going group and individual feedback provided by teaching staff |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, ATAP and other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review *(*To be completed March 2016*)* * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking statement/s for *(state title(s))* * Requirements of *(relevant professional body – as applicable)* * School and Faculty plan * University Plan/Learning and Teaching Strategy * Staff research activities |

*October 2015*

**BA English Language & Linguistics (Single Honours & Joint Honours)**

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| **Stage 1** | | | | | |
|  | **Compulsory** | | **Optional (Indicative List)** | | |
| LL310 – Foundations of Language 1: Sounds and Words | LL311 – Foundations of Language 2: Structure and Meaning | LL307 – Tackling Text | LL309 – World Englishes: English as a Global Language | LL312 – Grammar for Everyone |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | |
| A1 |  | x | x | x |  |
| A2 | x | x | x | x | x |
| A3 | x |  |  |  |  |
| A4 | x | x | x |  | x |
| A5 | x | x | x |  | x |
| A6 | x | x | x | x |  |
| A7 | x | x | x | x |  |
| A8 | x |  |  | x | x |
| A9 |  | x | x | x |  |
| **Intellectual Skills:** | | | | | |
| B1 | x | x | x | x | x |
| B2 | x | x | x | x | x |
| B3 | x | x | x | x | x |
| B4 | x | x | x |  | x |
| B5 | x | x |  |  |  |
| B6 | x | x |  |  |  |
| B7 | x | x | x | x | x |
| B8 | x | x | x | x | x |
| **Subject-specific Skills:** | | | | | |
| C1 | x | x | x |  |  |
| C2 | x | x |  |  |  |
| C3 | x | x |  |  |  |
| C4 | x | x | x | x |  |
| C5 | x | x |  | x | x |
| **Transferable Skills:** | | | | | |
| D1 | x | x | x | x |  |
| D2 | x | x | x | x | x |
| D3 | x | x | x | x | x |
| D4 | x | x | x | x | x |
| D5 | x | x |  | x |  |
| D6 | x | x | x | x | x |
| D7 | x | x |  |  | x |
| D8 | x | x | x | x | x |
| D9 | x | x | x | x | x |
| D10 | x | x |  |  | x |

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| **Stage 2** | | | | | | | | | | | |
|  | **Optional Modules (Indicative List)** | | | | | | | | | | |
|  | LL513 – Language Variation and Change | LL518 – Stylistics: Language in Literature | LL519 – Syntax 1 | LL521 – Research Skills (English Language & Linguistics | LL522 - Morphology | LL525 – The Study of Speech | LL534 – Semantics and Pragmatics | LL536 – English Language in the Media 1 | LL537 – English Language in the Media 2 | LL538 – First Language Acquisition | PL602 – Philosophy of Language |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | | | | | | | |
| A1 | x | x |  |  |  |  | x | x | x | x |  |
| A2 | x | x | x | x | x | x | x |  |  | x | x |
| A3 | x |  | x |  | x |  |  |  |  | x |  |
| A4 | x | x | x |  | x | x | x | x | x | x | x |
| A5 |  | x | x |  | x | x | x | x | x |  | x |
| A6 | x | x |  |  |  | x | x | x | x | x | x |
| A7 |  | x |  |  |  | x | x | x | x | x |  |
| A8 |  |  | x |  | x | x | x | x | x |  |  |
| A9 | x | x |  |  |  |  | x | x | x | x |  |
| **Intellectual Skills:** | | | | | | | | | | | |
| B1 | x | x | x | x | x | x | x | x | x |  | x |
| B2 | x | x | x | x | x | x | x | x | x | x | x |
| B3 | x | x | x | x | x | x | x |  |  |  | x |
| B4 | x | x | x | x | x | x | x | x | x | x | x |
| B5 | x | x | x | x | x |  | x | x | x | x | x |
| B6 | x |  |  | x |  | x | x | x | x | x |  |
| B7 | x | x | x | x | x | x | x |  |  |  | x |
| B8 | x | x | x | x | x | x | x |  |  |  | x |
| **Subject-specific Skills:** | | | | | | | | | | | |
| C1 | x | x | x | x | x | x | x |  |  | x |  |
| C2 | x |  |  | x |  | x | x |  |  | x |  |
| C3 | x |  | x | x |  | x | x |  |  | x |  |
| C4 | x | x | x | x | x | x | x | x | x | x | x |
| C5 | x |  |  | x | x | x |  | x | x |  |  |
| **Transferable Skills:** | | | | | | | | | | | |
| D1 | x | x | x | x | x | x | x | x | x | x | x |
| D2 | x | x | x | x | x | x | x | x | x | x | x |
| D3 | x | x |  |  | x | x | x | x | x |  | x |
| D4 | x | x | x | x | x | x | x | x | x | x | x |
| D5 | x | x |  |  |  | x |  | x | x |  | x |
| D6 | x | x | x | x | x | x | x | x | x | x | x |
| D7 |  |  |  | x |  | x |  |  |  |  | x |
| D8 | x | x | x | x | x | x | x | x | x | x | x |
| D9 | x | x | x | x | x | x | x | x | x | x | x |
| D10 | x |  | x | x | x | x | x | x | x | x | x |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Stage 3** | | | | | | | | | | | | | |
|  | **Optional Modules (Indicative List)** | | | | | | | | | | | | |
| LL510 – Stylistics & Creating Writing | LL512 – Language Processing | LL524 – History of British English | LL530 – Writing in the Media: A Practical Approach | LL531 – Language in Atypical Circumstances | LL532 – Learning and Teaching Languages | LL533 – Topics in Pragmatics | LL535 – Topics in Semantics | LL539 – English Language Teaching 1 | LL540 – English Language Teaching 2 | LL541 – Language and Gender | LL599 - Dissertation | PL576 – Philosophy of Language |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | | | | | | | | | |
| A1 | x |  | x | x | x | x | x | x | x | x | x | x |  |
| A2 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| A3 |  | x | x |  | x | x |  |  | x | x | x | x |  |
| A4 | x | x |  |  | x |  |  |  |  |  |  | x | x |
| A5 | x | x |  | x |  |  | x | x |  |  |  | x | x |
| A6 | x | x |  | x | x |  |  |  |  |  | x | x | x |
| A7 | x |  | x | x | x |  | x | x |  |  | x | x |  |
| A8 |  | x |  | x |  | x | x | x | x | x | x |  |  |
| A9 | x |  | x | x | x | x | x | x | x | x | x | x |  |
| **Intellectual Skills:** | | | | | | | | | | | | | |
| B1 | x | x | x | x |  | x | x | x | x | x | x |  | x |
| B2 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| B3 | x | x | x |  |  | x | x | x | x | x | x | x | x |
| B4 | x | x |  | x | x | x | x | x | x | x | x | x | x |
| B5 |  | x |  | x | x | x |  |  | x | x | x | x | x |
| B6 |  | x |  |  | x | x |  |  | x | x | x | x |  |
| B7 | x | x | x |  |  | x |  |  | x | x | x |  | x |
| B8 | x | x | x | x |  | x | x | x | x | x | x |  | x |
| **Subject-specific Skills:** | | | | | | | | | | | | | |
| C1 | x |  | x |  |  |  | x | x |  |  | x | x |  |
| C2 |  |  |  |  |  |  | x | x | x | x | x | x |  |
| C3 |  | x |  |  | x |  |  |  | x | x | x | x |  |
| C4 | x | x | x |  | x | x |  |  | x | x | x | x | x |
| C5 |  | x | x | x |  |  |  |  |  |  | x | x |  |
| **Transferable Skills:** | | | | | | | | | | | | | |
| D1 | x |  | x | x | x | x | x | x | x | x | x | x | x |
| D2 | x |  | x | x | x | x | x | x | x | x | x | x | x |
| D3 | x | x | x | x | x | x | x | x | x | x | x |  | x |
| D4 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| D5 |  | x |  | x |  |  | x | x |  |  | x |  |  |
| D6 | x | x | x | x | x | x |  |  | x | x | x | x | x |
| D7 |  | x | x |  | x | x | x | x | x | x | x | x |  |
| D8 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| D9 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| D10 |  | x | x | x | x |  | x | x |  |  | x |  | x |

NB for **ELL SH and JH programmes with a Year Abroad** the additional programme outcomes A10 and D11 are addressed by the Year Abroad; D11 is additionally addressed, for students taking a JH programme involving a modern language, by compulsory language courses taken at Kent and at the host university.