

UNIVERSITY OF KENT

Programme Specification

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.

BA (Joint Honours) English Language and Linguistics

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of European Culture and Languages
4. Teaching Site	Canterbury
5. Mode of Delivery	Full-time Part-time
6. Programme accredited by	N/A
7. a) Final Award	BA (Hons) in English Language and Linguistics and 'Another Subject'
7. b) Alternative Exit Awards	Diploma in English Language and Linguistics and 'Another Subject' Certificate in English Language and Linguistics Certificate in English Language and Linguistics and 'Another Subject'
8. Programme	English Language and Linguistics and 'Another Subject' (This is a half-programme. Please see prospectus for current information.)
9. UCAS Code (or other code)	Please see prospectus for current information.
10. Credits/ECTS Value	360 (or 480 with a Year Abroad)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Linguistics (L); Languages, Cultures and Societies (LCS)
13. Date of creation/revision	August 2010 / Revised February 2016 / Revised November 2017
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

- 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.
- 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.
- Offer grounding in linguistic theory, and sensitivity to social, cultural and political issues which surround the use of language.
- Provide teaching which is informed by current research, scholarship and good practice, requiring engagement with aspects of work at the forefront of knowledge.
- Enable students to manage their own learning and to carry out independent research.
- Develop general critical, analytical and problem-solving skills.
- Provide students with opportunities for the development of their personal, communication, research and other key skills appropriate for employment or postgraduate study.
- Enable students to think and work creatively and intellectually and to stimulate their search for knowledge and insight.

For programmes with a year abroad:

- Provide the opportunity to study another culture's approach to the study of linguistics. 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.

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 statement for Linguistics, and Languages, Cultures and Societies (hereafter referred to as 'L' and 'LCS' respectively).

A. Knowledge and Understanding of:

1. The interdisciplinary 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**), e.g. discourse analysis, stylistics and text analysis, theories of discourse.

For programmes with a year abroad:

10. Approaches to linguistics in another culture.

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. Summarise and synthesise information from a number of sources.
8. Reach independent judgements about data or theory.

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.
2. Understand the technical and ethical issues in linguistic data collection.
3. Present linguistic data appropriately by means of charts, graphs, tables, matrices, diagrams and quotation.
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.
5. Separate descriptive from prescriptive linguistic judgements, and challenge linguistic prejudice.

D. Transferable 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.
2. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
3. Interact effectively within small groups, exercising personal responsibility, sensitivity and appropriate decision-making skills.
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.
5. Understand the dynamics of oral and written communication within a variety of settings.
6. Select and use appropriate library and information technology application and resources.
7. Show competence at an advanced level with IT, including aspects relating to multimedia and multimodal discourse.
8. Manage time and prioritise 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. Enhanced working knowledge of and ability to communicate in another language.

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

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Learning Outcomes are acquired through lectures, seminars, workshops, and independent study. Knowledge (A1-9) is acquired mainly through lectures and independent study, while skills are acquired mainly through seminars, workshops, their associated preparation, and independent study.

Learning Outcomes are assessed via a variety of methods including reports, essays, oral presentations, problem sets, data measurement and analysis, online and paper-based tests, exams, other writing assignments, and research projects.

Teaching, learning and assessment practice is inclusive throughout, following Kent Inclusive Practices wherever relevant and possible. Reading takes the form of PDFs and eBooks where these are available, and material is provided in advance via Moodle. Module outlines and reading lists are provided 4 weeks in advance of the module wherever possible. Lectures are recorded and uploaded to Moodle, and usually have associated PowerPoint slides which are also made available in advance of the lecture via Moodle. Assessments are varied and reasonable adjustments made for students with relevant ILPs.

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.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over three years full-time or six years part-time.

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/ga/credit-framework/creditinfo.html>.

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/ga/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.

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 as well as the year abroad, and meeting credit framework requirements, will be eligible for the award of the Diploma in English Language & Linguistics with a Year Abroad.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html#exit-awards>.

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. Compulsory modules cannot be trailed, condoned or compensated.

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 programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/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 programme learning outcomes. For further information refer to the Credit Framework.

	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules Students must take the following 45 credits :					
LING3020	LL302	Language and Structure	4	15	Autumn or Spring
LING3030	LL303	Sounds of English	4	15	Autumn or Spring
LING3130	LL313	Foundations of Linguistics	4	15	Autumn
Students must also select at least 15 credits from the Stage 1 optional modules list.					

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Stage 2					
Students must select at least 45 credits at Stage 2:					
Stage A for Joint Honours without a language (Optional)					
HUMA5030	HU503	Humanities Study Abroad	6	120	Autumn & Spring
Stage A for students studying Joint Honours with a European language (Compulsory)					
LANG0001	LA514	Languages Year Abroad	6	120	Autumn & Spring
Stage 3					
Students must select at least 45 credits at Stage 3:					

18 Work-Based Learning

This programme does not include work-based learning.

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentssupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/ga/codes/taught/annexg.html>
- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
- Departmental website
- Departmental social media (Facebook)
- Regular staff office hours

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

- **A levels and AS levels:**
BBB at A Level
- **Access programmes:**
Access to HE applicants will be considered on an individual basis. If an offer is made applicants will be required to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits in particular subjects at merit grade or above.
- **International Baccalaureate:**
34 points (15 points at higher level)
- **BTEC National Certificates/Diplomas:**
DDM overall.
- **Accreditation of Prior Learning (APL):**
We shall consider any evidence prospective students have of previous study and their ability to follow their proposed programme in Classical Studies.
- **International Applicants:**
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.

20.2 What does this programme have to offer?

- A degree programme concerned with all aspects of English and other languages, both oral and written, including 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.

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
<ul style="list-style-type: none"> • Student module evaluations • Annual programme and module monitoring reports http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html • External Examiners system http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html • Periodic programme review http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html • Annual staff appraisal • Peer observation • Quality Assurance Framework http://www.kent.ac.uk/teaching/qa/codes/index.html • QAA Higher Education Review 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
<ul style="list-style-type: none"> • Staff-Student Liaison Committee • School Education Committee • Faculty Education Committee • Faculty Board • Education Board • Board of Examiners
21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience
<ul style="list-style-type: none"> • 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:
<ul style="list-style-type: none"> • PGCHE requirements • HEA (associate) fellowship membership • Annual appraisals • Institutional Level Staff Development Programme • Academic Practice Provision (PGCHE, other development opportunities) • Professional body membership and requirements • Programme team meetings • Research seminars • Conferences • Study leave

- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review (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 <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statements for Linguistics; and Languages, Cultures and Societies
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/ta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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BA (Joint Honours) English Language & Linguistics

Stage 1			
Compulsory			
LL302 – Language and Structure	LL303 – Sounds of English	TBC – Foundations of Linguistics	
Programme Learning outcomes			
Knowledge and Understanding:			
A1			x
A2	x	x	x
A3		x	
A4	x		
A5			
A6			
A7			
A8			x
A9			
Intellectual Skills:			
B1	x	x	x
B2	x	x	x
B3	x	x	x
B4	x	x	x
B5			
B6			
B7	x	x	x
B8	x	x	x
Subject-specific Skills:			
C1	x	x	x
C2			
C3			x
C4	x	x	x
C5	x	x	x
Transferable Skills:			
D1	x	x	x
D2	x	x	x
D3	x	x	x
D4	x	x	x
D5	x	x	x
D6	x	x	x
D7			
D8	x	x	x
D9	x	x	x
D10	x	x	x

Optional Modules cover all programme learning outcomes irrespective of the combination taken.

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.