

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	English Language and Linguistics English Language and Linguistics (with Professional Practice Year)
Qualification	BA (Hons) English Language and Linguistics BA (Hons) English Language and Linguistics (with Professional Practice Year)
Intermediate Qualification(s)	n/a
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full time: 3 years; 4 years with professional practice year Part time pathway: typically over 4 – 6 years
Core Teaching Pattern	4
FHEQ Level	6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	None
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	
Route Code (SITS)	BAELLABF BALLPABF
Subject Community	Education and English Language
UCAS Course Code	Q140
Relevant External Benchmarking	The undergraduate QAA subject benchmark statements for this course are Linguistics. Details may be found at: http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Linguistics.pdf The course meets the QAA Quality Code for Higher Education descriptors for graduate awards as described in Part A: Setting and Maintaining Academic Standards, Level 6. (see QAA HEFQ 2014)

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Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
LNG029-1	4	30	Intro to Linguistics & Phonetics	Core
LNG024-1	4	15	Academic Discourse	Core
LNG027-1	4	15	The History of English	Core
LNG026-1	4	30	Sounds, Words and Grammar	Core
LNG025-1	4	15	An Introduction to Speech	Core
LNG028-1	4	15	How Texts Work	Core
LNG025-2	5	15	Exploring Grammar	Core
LNG023-2	5	15	Applying Linguistics	Core
LNG020-2	5	15	Language, Truth and Logic	Core
LNG026-2	5	15	Language in Society	Core
LNG022-2	5	30	Second Year Research Project	Core
LNG024-2	5	15	The Sounds of English	Core
LNG019-2	5	15	The Meaning of Meaning	Core
EDC055-2	5	0	Professional Practice Year (Education and English Language)	Option (core for 'with PPY')
EDC152-3	6	30	Analysing the Workplace	Core
LNG020-3	6	15	Psycholinguistics	Core
LNG022-3	6	15	English Syntax	Core
LNG017-3	6	30	Dissertation in Eng Lang & Ling	Core
LNG019-3	6	15	Language, Literacy and Cognition	Core
LNG024-3	6	15	Forensic Linguistics	Core

Why study this course

Language is, arguably, our species' most distinctive trait – it is what makes us human – so, the study of language is not just of academic interest (fascinating though language is in itself) but is a way to gain insight into the human mind and society.

The 'English Language and Linguistics' degree course at Bedfordshire gives you the opportunity to explore the nature and complexity of the English Language. You will gain an understanding of its structure, of how it works and how it is used in a range of social and professional contexts. Consequently, a degree in English Language and Linguistics is a great choice if you are planning a career where analytical or communication skills are needed. Language analysis is scientific in its rigour and the creativity of language use sits comfortable in the humanities. Consequently, Linguistics crosses the divide between the Arts and the Sciences and is therefore a really good choice for those who enjoy both. Consequently, there are many professions which directly apply theoretical and practical knowledge of linguistics: education, speech therapy, media, marketing to name but a few.

The first year provides a grounding in word forms, sentences and pronunciation, and how these are used to express meanings in spoken and written English in a variety of contexts. You will also be introduced to themes of language variation (historical and across contemporary society). The second and third years build on these foundations further, providing significant opportunities for you to develop your own individual academic and professional interests. If you choose the 'with professional practice year' option you will be able to take a year out between your second and third year to gain experience of working in an environment where your skills can be applied and valuable experience gained.

The BA (Hons) English Language and Linguistics course at Bedfordshire has an excellent track record of high-quality teaching and is prominent in subject league tables (ranked 6th nationally, *Complete University*

Guide 2016).

Course Summary – Educational Aims

The course aims to develop your understanding of the main language systems and how they interact and are used. It thereby aims to develop your systematic knowledge of English and your analytical and descriptive skills in using and manipulating symbols and various types of rules. This is especially attractive to many employers as these skills rely on abstract representation and thought: keystones in problem solving.

The course also provides insights into the ways that English varies geographically, socially and historically. By the end of the course you will have worked with patterns of discourse in spoken and written texts and seen how texts construct their linguistic and social meanings. The course thereby sharpens your sensitivity to effective communication skills, your own and those of others in private, public, and professional contexts.

Entry requirements

Standard university entry requirements are available at–
<http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union – <http://www.beds.ac.uk/howtoapply/eu/guides>

International students – <http://www.beds.ac.uk/international/international-applications/international-entry-requirements>.

Non-native users of English: IELTS 6.5+ or equivalent is strongly recommended.

Additional: A-Level English Language is advantageous, but not essential.

PSRB details

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply their understanding of how spoken and written language works in contexts where communicative and interpretational skills are key.
- Evaluate and contribute to the development of ideas, discussions and practices within a wide range of social, academic and professional contexts
- Work constructively as part of a team, and demonstrate self-discipline and time management as an individual to ensure goals are achieved on time and within resource parameters.

Higher Education Achievement Report - Additional Information

Learning and Teaching

Although teaching styles for each unit will vary in order to reflect the subject matter, the emphasis is on informality and interactivity where you will be expected to play an active role through class discussion or group work. Different units focus on and develop different ways of thinking: historical, analytical, critical and theoretic. Similarly, a range of practical and presentational skills are developed through the in-class activities and a range of assessment types. Included in the course are opportunities for informal self- and peer-assessment in which you reflect on your own and others' performance in formative (non-graded) tasks. In order to help ease the transition to university life, you will also be assigned a 'PAL': a 2nd or 3rd year student who studied what you are now studying and can offer the benefits of their experience.

Throughout the course extensive use is made of the university's Virtual Learning Environment, BREO. This provides you with information and materials for your study and facilitates interaction between staff and students.

As the course proceeds, you will be expected to take on more responsibility for your learning. This is reflected in the increasing emphasis in levels 5 and 6 on autonomous study and assessment tasks that require independent research (with guidance from a tutor), on topics of your own choice.

Developing your employability

The course as a whole develops insight into how communication works and these insights feed into developing your own communication skills, both written and spoken through the range of assessment tasks associated with the different units. Communication skills are frequently cited as precisely what employers are most looking for across a wide range of professions. The course also provides, through the level 6 unit "Analysing the Workplace", opportunities to gain insight into professional practice.

Just as the BA English Language and Linguistics gradually introduces you to research from the first year, so too with career planning, which is considered in the first year but becomes increasingly prominent in the second and final year, when advisors help you plan your graduate career, or postgraduate study plans. We work closely with representatives of the university Employability and Careers Office and deliver joint career development workshops as part of the course.

The opportunity to explore some of the practical applications for your intellectual, analytical and communication skills is encouraged through the university volunteering scheme. Popular settings include local schools, colleges, hospitals and charitable organisations.

Department (s)

Education and English Language

<http://www.beds.ac.uk/howtoapply/departments/educationstudies/aboutus>

Assessment

A range of assessment methods is used throughout the course. Assessment tasks include: essays, presentations, journals, language data collection and analysis, examinations, research projects and portfolios of practical tasks. In encouraging your independence as a learner, the assessments in level 5 and 6 lay greater emphasis on your ability to conduct your own research both in the literature and in collecting and analysing your own data. For each assessment you will be given detailed, constructive and timely feedback. You should find that assessments are not to be thought of as just an exercise to allow your work to be graded but as an opportunity to learn and to develop your skills.

The culmination of the course is your level 6 dissertation which entails designing and implementing a research project from start to finish on a topic of your choice. You are prepared for this through smaller scale research projects in level 5 and simple data collection in level 4.

After Graduation

Given the broad scope of the course, we anticipate that graduates will progress into a wide range of professional positions or postgraduate studies. Any career in which the ability to use English effectively at a professional level is required will be of interest. Specialist careers may involve working within education, particularly English language teaching. Several of our graduates have previously found employment with the Personal & Academic Development (PAD) team within the university or, in some cases, as lecturers. The following list is indicative of fields graduates of linguistics work in:

- Education - primary, secondary, college and university
- Law – advocacy and enforcement,
- PR, Marketing and Advertising
- Management
- Intelligence community,
- Media, Journalism and Publishing
- Civil Service, Administration and Local Government

In anticipation of a career in (language) teaching, students regularly go on to do a PG course in Applied Linguistics or similar.

Student Support during the course

There is good provision of support and advice throughout your studies. As with all students at Bedfordshire, you will be allocated a Personal Academic Tutor (PAT) at the start of the course. Your tutor will provide individual academic guidance through your time at the University and will be able to act as a referee, writing references for voluntary or paid positions that you apply for during and at the end of your degree. Meetings in small groups or one to one will take place regularly to review your academic progress, career intentions and suggest actions that you can take to improve your learning.

Lecturers are able to refer you to a range of support services offering guidance on ways to present yourself in writing and speaking within a British university setting: PAD (Professional and Academic Development – which offers academic support resources), SID (Student Information Desk – which offers a drop in and online service for academic and non-academic advice, for example on learning support, arrangements for students with disabilities or specific learning difficulties or guidance on mitigating circumstances for assessments).

Lecturers will also refer you to the on-line resources that are able to support your learning through our VLE called 'BREO' (Bedfordshire Resources for Education Online) or the material that can be found on the Learning Resources website. BREO provides supporting materials for each unit that you study as well as the portal through which your work is normally submitted for grading.

Accessibility and Key Features

The course is fully inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the Course co-coordinator, individual members of the academic staff, as well as staff from the Health and Well Being Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Health and Well Being Team will discuss any issues you may have and can give advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability and Dyslexia Support Team

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities> and the BREO disabilities site – <https://breo.beds.ac.uk/webapps/portal/frameset.jsp> for general information.

Support provided for students with identified disabilities includes.

- signers and note-takers, tutor microphones and fire alarm buzzers for deaf students
- extra time, support tutorials and, as required, support materials for students with dyslexia and/or dyscalculia
- tutorial support and special arrangements for some assessments (e.g. presentations) for students with post-traumatic stress syndrome or other relevant disabilities
- potential room-changes if required for students with mobility difficulties
- agreements for extra food breaks and in-class eating for students with diabetes.

Assessment Map

Unit Code	C/O	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Intro Ling & Phn 4 S1	Core	CW-Ess						WR-I																		
Acad Disc 4 S1	Core				PR-Oral						Ex-OT															
Hist of Eng 4 S1	Core					CW-Ess				Ex-OT																
S, W & G 4 S2	Core																	CW-CS					CW-CS			PR-viva
Intro to Speech 4 S2	Core																		Ex-PT					WR-Field		
How Texts Work 4 S2	Core																			Ex-OT						CW-CS
Expl Grammar 5 S1	Core	WR-I								WR-I																
Applying Ling 5 S1	Core					CW-CS				EX-OT																
Lang Trth & Log 5 S1	Core			CW-Ess							Ex-PT															
Lang in Society 5 S1	Core						Ex-OT		PJ-Proj																	
2 nd Year Res.Proj. 5 S2	Core																					WR-I				WR-post
Sounds of Engl 5 S2	Core																						WR-I		Ex-PT	
Meaning of Meaning 5 S2	Core																		Ex-OT					CW-CS		
An Wrkpl EDC 152-3 6 S1	Core	PR-Oral			CW-Port																					
Psycholing 6 S1	Core			CW-Ess							Ex-OT															
Eng Syntax 6 S1	Core				CW-Data					Ex-PT																
Diss EL&L 6 S2	Core																							PJ-Diss		PR-Oral
Lang, Lit'cy & Cog'n 6 S2	Core																		CW-Port						Ex-OT	
Forensic. Ling. 6 S2	Core																			CW-Data						PR-Oral

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of the BA (Hons) in English Language and Linguistics, you should be able to:

1. Demonstrate understanding of the language systems: phonology, syntax, lexis and morphology.
2. Demonstrate understanding of how language systems are acquired and how they are used in a variety of textual and social contexts.
3. Assess the merits of contrasting theories and explanations (including those of other disciplines) thereby reaching an understanding of the relationship between language, culture, society and the individual.
4. Communicate expertise in linguistic issues appropriately and fluently, both orally and in writing, synthesising information to construct and manage coherent lines of argument.
5. Make effective use of linguistic knowledge and communication skills in a range of professional contexts and with cultural sensitivity.
6. Exploit undergraduate experience to tackle unseen problems and challenges individually, and as a positive contributor to group endeavours.
7. Demonstrate the necessary skills and discipline to conduct research ethically and draw valid conclusions based on (language) data.

In order to qualify for the award of BA (Hons) English language and Linguistics (with Professional Practice Year) (with advanced French/German/Spanish students will need to meet all of the outcomes above and:

8. Demonstrate knowledge and analytical understanding of the behaviours associated with the workplace by successfully completing an approved placement.

Course-specific regulations

Teaching, Learning and Assessment

The course employs a range of teaching and learning strategies whose aim is to develop a comprehensive knowledge of English language systems (syntax, morphology, phonology and semantics), of how these systems are used in the production and interpretation of texts (spoken and written) and of the role of language in society. In tandem with this, the course assessments aim incrementally to develop skills of analysis, critical thinking, evaluation and communication in both speech and writing.

The teaching strategy can be summarised as follows:

- It is student-centred, requiring student involvement and discussion as an integral part of the teaching;
- It incrementally develops knowledge of aspects of English language and linguistics.
- It incrementally develops skills of analysis, evaluation and communication
- It has flexible teaching and learning arrangements, making extensive use of BREQ and other on-line modes of delivery;
- The teaching and course content provides a comprehensive view of linguistics in relation to the English language;
- The combination of theory and practical application prepares you for self-directed original research,
- It encourages and develops effective spoken and written communication skills;
- Critical evaluation, self and peer assessment are integral to the course;

Assessment:

The purpose of assessment is to provide opportunities for students to learn and demonstrate the extent of their knowledge and skills at a given point. The outcomes are as important to the provider as they are to the student. To provide accurate, global readings therefore, the course takes an incremental and varied approach to the assessment of the course content, culminating in the level 6 dissertation. This is a substantial piece of original research whose precise focus is determined by each student, and they are encouraged to select a topic relevant to their anticipated career plans. Here, the ability to plan, execute and evaluate independent research is assessed and represents the apex of a student's undergraduate studies.

To complement and lead up to the dissertation, there are different types of assessment on the course, each

designed to relate to the content and the cumulative body of knowledge upon which the research plans of the dissertation are based. The types of assessment include: essays and reports, in-class tests conducted under examination conditions, practical tasks (eg questionnaire design, test item construction) case studies, assignments, and presentations. The assessment methods have been selected to support the pedagogical development of research skills and subject knowledge, and to satisfy individual unit, and global course learning outcomes. The details of each assignment task are provided in the unit handbooks and individual Unit Information Forms. The overall assessment map is available in the course handbook. Each point of assessment provides opportunities for valuable feedback from teachers but also from peers to enable students to review and improve their work.

Additional Academic Information

Peer-assisted learning (PAL)

The core units acting as a vehicle for PAL are: (Sem 1) Introduction to Linguistics and Phonetics
(Sem 2) Sounds, Words and Grammar

Initial Assessment

Intro to Linguistics & Phonetics

At the beginning of the course a task is submitted in week 6. This takes the form of a 1500 word journal article. The purpose is in part diagnostic, to establish whether support with academic writing may be appropriate (in which case guidance will be provided) and to maximise student engagement by giving valuable feedback so students can gauge whether their interpretation of the tasks and amount of effort being expended are about right.

Improving students' learning

The Academic Discourse unit taken by level 4 students in their first semester aims to introduce students to the ethos of university study and to relate this ethos to the characteristics of academic texts (spoken and written). As well as developing reading and research skills, the purpose is to indicate the main features of academic texts and why they have those features. As part of the unit, students are required to engage in formative writing tasks which will allow the instructor to identify areas of concern. The unit also includes development of oral presentation skills.

The university's PAD team also provides advice and help with specific academic skills that can be accessed on as needs basis.

Academic Integrity

Issues related to academic integrity are explained and clarified to students on the course in a number of ways: an extensive programme as part of our Induction week, one-to-one support and personal academic tutoring (PAT).

During induction week the PATs introduce the importance of professionalism and academic integrity. This is reinforced in the core unit Academic Discourse in advance of their first assessment. The Academic Integrity Resource (AIR) is also available for students to complete through the Academic Discourse BREQ site. This is an online checklist to ensure that students are aware of the issues related to academic integrity.

HEAR implementation**Internationalisation**

All the units on the course directly or indirectly involve issues relevant to matters associated with the English language, communication, patterns of interaction and (inter)cultural perceptions. The key units, however, are History of English and Language in Society which explore the spread of English and linguistic ideologies and perceptions regarding different world Englishes.

One aim is therefore to sensitise and develop students' awareness of English as an international language (EIL) and to explore the issues related to its present standing as a global language.

Sustainability

Engaging fully and succeeding in university life requires an understanding of the ethos of scholarship and the university. These issues (the value of open debate, of critical, open-minded exploration and of a belief in reason as arbiter) are addressed in the Academic Discourse unit at the start of the course.

In developing research skills to be applied to the dissertation unit, a key issue is that of research ethics. Consequently, students are made aware of their moral responsibilities, in particular to those who participate in their research projects.

Developing ability to reason critically and to encourage the questioning of entrenched beliefs both those

relevant to academic study and in society more generally are the central purposes of the level 5 Language, Truth and Logic unit and is one of the threads that runs throughout the course. Students in assessment tasks are required to evaluate theory or opinion, to think independently and come to their own conclusions.

In studying the social and geographical varieties of English, students are made aware of difference and of how language is a marker of social and group identity. Consequently the study of language is a window onto society and its fault-lines. Out of this comes insight into and appreciation of diversity.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Education and Sport
Portfolio	Undergraduate Education & English Language
Department/School/Division	Education and English Language
Course Coordinator	Andrew Davidson
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	18 Feb. 2016
Implementation start-date of this version (plus any identified end-date)	2016 - 17

Form completed by:

Name: Davidson & Maniski Date: 1/12/15

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	English Language and Linguistics
Qualification	BA (Hons) English Language and Linguistics
Route Code (SITS)	BAELLABF+BALLPABF
Faculty	Education and Sport
Department/School/Division	Education and English Language
Version Number	1/16

Annex A: Course mapping of Unit Learning Outcomes to Course Learning Outcomes

Unit	IL&P	AcD	tHoE	SW&G	ItoSp	HTW	ExGr	ApLi	LT&Lg	LiSc	2 nd Yr ResPr oj	tSoE	tMoM	ATWp	PsL	ES	LL&C	FL	Diss
Level	4	4	4	4	4	4	5	5	5	5	5	5	5	6	6	6	6	6	6
Credits	30	15	15	30	15	15	15	15	15	15	30	15	15	30	15	15	15	15	30
Core/option	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
CLO's	ULO's <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																		
1	1, 2		1	1, 2	1, 2	1, 2	1, 2	1, 2		1, 2	1, 2	1, 2	1, 2			1, 2		1, 2	1, 2
2	1, 2	1, 2	2			1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1	1, 2	2	1, 2		1, 2	1, 2	1, 2
3			1,			1, 2		1, 2	1, 2	1, 2	1, 2	1	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2
4	1, 2	1, 2	1,	1, 2	1, 2	1, 2	2	1, 2	2	1, 2	1, 2	1, 2	1, 2	1, 2	2	1, 2	1	1, 2	1, 2
5					1	2	2	1, 2		1, 2	1, 2	1	2	1	1, 2	1	1, 2	1, 2	1, 2
6				2	2			1, 2	2	2	1, 2	2	1	1, 2	2	2	2	1	1, 2
7			2		2			1		2	1, 2								1, 2

Course Learning Outcomes (repeated from page 7).

1. Demonstrate understanding of the language systems: Phonology, Syntax, Lexis and Morphology;
2. Demonstrate understanding of how language systems are acquired and how they are used in a variety of textual and social contexts;
3. Assess the merits of contrasting theories and explanations (including those of other disciplines) thereby reaching an understanding of the relationship between language, culture, society and the individual;
4. Communicate expertise in linguistic issues appropriately and fluently, both orally and in writing, synthesising information to construct and manage coherent lines of argument;
5. Make effective use of linguistic knowledge and communication skills in a range of professional contexts with cultural sensitivity;
6. Exploit undergraduate experience to tackle unseen problems and challenges individually, and as a positive contributor to group endeavours.
7. Demonstrate the necessary skills and discipline to conduct research ethically and draw valid conclusions based on (language) data;

Annex B: Named exit or target intermediate qualifications

This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information: **N/A**

Intermediate Qualification(s) and titles	<p>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</p> <p>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</p>
Mode(s) of Study and Duration	<p>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</p>
Type of Intermediate Qualification(s)	<p>State whether the intermediate qualifications are named exit and/or target awards.</p> <p>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</p>
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-

List of units (if applicable):-

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title:	BA (Hons) English Language and Linguistics
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FHEQ Descriptors for a higher education qualification	Level 6	Course Learning Outcome(s)						
		1	2	3	4	5	6	7
Bachelor's degrees with honours are awarded to students who have demonstrated:								
<ul style="list-style-type: none"> a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. an ability to deploy accurately established techniques of analysis and enquiry within a discipline conceptual understanding that enables the student: <ul style="list-style-type: none"> - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. an appreciation of the uncertainty, ambiguity and limits of knowledge. the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). 	X	X	X					X
	X	X	X				X	X
	X		X	X			X	X
	X		X					X
			X				X	X
Typically holders of the qualification will be able to:								
<ul style="list-style-type: none"> apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects 		X		X	X	X	X	X
<ul style="list-style-type: none"> critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem 		X	X		X			X
<ul style="list-style-type: none"> communicate information, ideas, problems and solutions to both specialist and non-specialist 		X		X	X			X

audiences.							
And holders will have:							
<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> the exercise of initiative and personal responsibility decision-making in complex and unpredictable contexts the learning ability needed to undertake appropriate further training of a professional or equivalent nature. 		X	X	X	X	X	X
	1	2	3	4	5	6	7
	Course Learning Outcome(s)						

The following table matches relevant descriptors from the latest QAA Subject Benchmark Statements for Linguistics (2015) to the course content, CLO's and Assessments. For convenience relevant extracts are lifted directly from the QAA website. For the full text see <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Linguistics-15.pdf>

Subject Benchmark Statement(s)	LINGUISTICS (2015)	Evidence and/or Course Learning Outcome(s)
		<i>How the course takes account of subject benchmark statements</i>
3.1 Subject Knowledge. Traditionally, the discipline of linguistics is divided into various subfields... phonetics, phonology, morphology, syntax, semantics, pragmatics and the analysis of discourse...		Units: Sounds, Words & Grammar; How Texts Work; The Meaning of Meaning; The Sounds of English; English Syntax; CLO's: 1, 2, 3
3.2 A linguistics graduate is expected to have knowledge of a range of empirical linguistic phenomena and of the relevant technical terminology and methodology used in the description and analysis of such phenomena...		Units: All CLO's: 1, 2, 3, 4, 5
3.10 – 3.19 Domains of linguistic study include: Sociolinguistics, Historical Linguistics, Psycholinguistics, Language Acquisition, History of Linguistics, Philosophy of Language.		Units: Intro to Ling & Phonetics; History of English; Lang, Truth & Logic; Lang in Society; Language, Literacy and Cognition CLO's: 3, 4, 5, 6, 7
3.20- Applications of Linguistic Analysis: Clinical linguistics, Forensic Linguistics		Units: Applying Linguistics; The Meaning of Meaning; Psycholinguistics; Forensic Linguistics; CLO's: 3, 4, 5, 6, 7

<p>4.1 Skills As indicated, linguistics interacts with many other disciplines... holders of a bachelor's degree with honours in linguistics will have acquired a range of subject-specific skills. The following are especially relevant:</p>	
<ul style="list-style-type: none"> knowledge of the fundamental analytical concepts and methods of inquiry appropriate to the topics outlined in section 3 	<p>Units: All CLO's: 1, 2, 3, 6, 7</p>
<ul style="list-style-type: none"> the ability to take a systematic approach to the identification, description and analysis of language phenomena 	<p>Units: Sounds, Words & Grammar; How Texts Work; The Meaning of Meaning; The Sounds of English; English Syntax CLO's: 3, 4, 5, 7</p>
<ul style="list-style-type: none"> the ability to ask theoretically and empirically motivated questions about language structure and use 	<p>Units: Sounds, Words & Grammar; How Texts Work; The Sounds of English; English Syntax CLO's: 1, 2, 4</p>
<ul style="list-style-type: none"> the ability to apply the basic techniques for collecting/eliciting and transcribing data specific to the various sub-disciplines of linguistics... 	<p>Units: Intro to Speech, Sounds, Words & Grammar; The Meaning of Meaning; The Sounds of English; English Syntax CLO's: 4, 6, 7</p>
<ul style="list-style-type: none"> an understanding of the practicalities of organising and carrying out fieldwork, and of the ethical and legal issues involved in the collection and use of data... 	<p>Units: Intro to Speech, 2nd Year Research Project; Dissertation; Forensic Linguistics CLO's: 6, 7</p>
<ul style="list-style-type: none"> the ability to apply analytical concepts specific to different levels of linguistic analysis to appropriate data sets 	<p>Units: The Sounds of English; English Syntax CLO's: 1, 2, 3,</p>
<ul style="list-style-type: none"> the ability to present linguistic data and analysis using the appropriate formalisms and conventions specific to each sub-discipline of linguistics... 	<p>Units: The Sounds of English; The Meaning of Meaning; English Syntax CLO's: 4, 5</p>
<ul style="list-style-type: none"> the ability to apply an understanding of how language works to principles of learning and teaching language, especially English as a second or foreign language. 	<p>Units: Exploring Grammar; Applying Linguistics; Psycholinguistics CLO's: 2, 4, 5,</p>

<p>Assessment 5.5 ...Assessments are appropriate for the learning needs and stage of progression of the students; assessment formats are appropriate for the topic. Accordingly, methods of assessment may be drawn from the following, and include both formative and summative assessment:</p>	<p>Nb. Assessment Codes taken from course assessment map on page 6</p>
<ul style="list-style-type: none"> essays and other written work, including dissertations 	<p>CW-ESS; PJ-DISS;</p>
<ul style="list-style-type: none"> individual and group project reports 	<p>WR-I; PJ-PROJ;</p>
<ul style="list-style-type: none"> seen/unseen exams, which may involve written, aural & oral assessment 	<p>EX-PT; EX-OT; PR-VIVA</p>
<ul style="list-style-type: none"> individual and group presentations 	<p>WR-POST; PR-ORAL;</p>
<ul style="list-style-type: none"> short exercises and cumulative problem sets involving data analysis 	<p>CW-DATA;</p>
<ul style="list-style-type: none"> qualitative or quantitative data collection and analysis 	<p>WR-FIELD;</p>
<ul style="list-style-type: none"> portfolios of work 	<p>CW-PORT;</p>
<ul style="list-style-type: none"> tasks aimed at the assessment of specific skills (for example transcription and information technology (IT) skills). 	<p>EX-PT</p>

The format of the following mapping tables may be adjusted.

Qualification Characteristic	<i>(insert title and year where appropriate)</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
N/A		

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>
N/A		

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised) www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs: Inclusive assessment in Higher Education a Resource for change available at <http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	English Language & Linguistics	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	NA	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Unit Equality Impact Assessment

One EIA to be produced for each unit and included within the UIF

Unit title		
Unit code		
Level		
Credits		
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?		
2. The unit delivery method is sufficiently flexible to enable all students to succeed?		
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?		
4. The approach to practical work takes account of the needs of students with disabilities?		
5. Students with a protected characteristic ² have an equal opportunity to achieve the learning outcomes?		
6. The assessment tasks provide all students with an equal opportunity to succeed?		
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?		

² Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.