University of Huddersfield

PROGRAMME SPECIFICATION

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| --- | --- | --- |
| 1. | **Awarding institution** | University of Huddersfield |
| 2. | **Teaching institution**  | University of Huddersfield |
| 2b.  | **Work-based learning** | All students take a 20-credit Language and Enterprise module in Year 2. The module provides training in job application, personal self-evaluation and links academic study and transferable skills to the world of work. |
| 3. | **School and Department** | School of Music, Humanities and MediaDepartment of History, English and Linguistics |
| 4. | **Course accredited by** | N/A |
| 5. | **Mode of Delivery** | Full time and part-time / Sandwich |
| 6. | **Final Award** | BA (Hons)  |
| 7. | **Course Title** | English Language and Sociology |
| 8. | **UCAS Code** |  |
| 9. | **Subject benchmark statement** | Linguistics (2019), Sociology (2016) |
| 10. | **Date of Programme Specification Approval** | November 2017This revision: May 2021 |

# EDUCATIONAL AIMS OF COURSE

This course introduces students to linguistics and sociology. Language is central to the creation and maintenance of society in terms of the interactions and communications through which beliefs, structures and patterns of behaviour are passed on. Language is studied as a human behaviour from a number of viewpoints including its structure (e.g. grammar, phonetics, semantics); its function (e.g. in conversation, translation, persuasion and manipulation); its acquisition (e.g. child language acquisition, multilingualism, language teaching) and its impact or application in the world (e.g. language and power, forensic linguistics, subtitling, comedy). Students will also develop a thorough understanding of the major sociological perspectives which underlie debates about the structure and functioning of past and present society, and will examine the practical and analytic implications of sociological theory and research in a variety of contexts.

The course aims to equip students for the real world by educating them to understand, analyse and critique the communication going on around them and to understand how it contributes to society as a whole. These skills are relevant to most modern careers, but can be closely linked to a wide range of careers in the public sector (e.g. local government), charity and campaigning organisations and a broad range of service industries.

Staff in Linguistics at Huddersfield are all actively researching and publishing in their fields and teaching of undergraduates is therefore informed by the most up-to-date ideas in the discipline.

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

### University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

# INTENDED LEARNING OUTCOMES

**Knowledge and Understanding Outcomes**

**Subject specific knowledge and understanding outcomes: English Language**

At the end of the course students will:

1. have extensive in-depth knowledge of a wide range of linguistic phenomena and of the relevant descriptive terminology for a practical understanding of what language is and how it works;
2. understand the concepts, modes of analysis and theoretical approaches - and their importance - in the 'levels of analysis': phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse;
3. have detailed knowledge of a range of other areas of study concerning the role of language in society, its nature as a cognitive domain, the way it is acquired, the way it changes and the way it forms part of an array of communicative modalities (e.g. the lexicon, sociolinguistics, historical linguistics, conversation analysis, language acquisition, clinical linguistics, computational linguistics, stylistics and language in education).

**Subject specific knowledge and understanding outcomes: Sociology**

At the end of the course students will:

4. have an understanding of the major sociological perspectives which underlie debates about the structure and functioning of past and present society;

5. have a systematic understanding of key aspects of sociology, including acquisition of coherent and detailed knowledge of sociology, at least some of which is at, or informed by, the forefront of sociology;

6. have appreciation of the uncertainty, ambiguity and limits of knowledge in sociology.

# Skills and Other Attributes (practical)

At the end of the course students will be able to:

1. think critically and develop a reasoned argument to support their views;

2 assess and debate the merits of competing theories;

3 critically review and evaluate evidence;

1. gather, retrieve and synthesise information to a sophisticated level;
2. plan, conduct and report original research according to scientific principles.

# Professional Practical Skills

At the end of the course students will be able to:

1. devise, conduct and report on their own research and critically evaluate the research methods, the results and ethical issues;
2. think reflexively and constructively about how knowledge is derived and communicated;
3. reflect on and enhance their own accumulation of knowledge;
4. effectively apply descriptive, theoretical and analytic frameworks to a broad range of situations and problems, producing reliable results;
5. choose and apply appropriate methodologies successfully for qualitative and quantitative investigations in an informed manner.

# Transferable/Key Skills

On completion of the course students will be able to:

# 1. employ sophisticated and effective written and oral communication in a broad range of styles and contexts;

# 2. work independently and in collaboration with others on extended projects, managing and evaluating their own contribution effectively;

# 3. plan and manage extended projects successfully and effectively;

# 4. employ advanced problem solving skills;

5. critically reflect on personal development and relate to graduate level career options.

6. students who have done a sandwich year option will demonstrate an advanced ability to make mature choices in career and personal development.

1. **COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

The course is designed as a full time four year undergraduate course with the added benefit of students being able to broaden their educational experience, employability skills and personal confidence by taking a Work Placement year and would gain 120 credits where they opt to do this. All students are encouraged to take a placement year, but may opt out of this and complete the course in three, full-time years of study.

The course may also be taken as a part-time course, although the Work Placement year would not be an option. At the point of entry all students will be expected to achieve at least 360 credits, 120 credits at each level. This will not always be possible and some students may gain interim awards for completion of earlier stages of the course.

The course is broadly organised to reflect a developmental process in which basic theoretical ideas and tools of description are introduced in the first year, followed by more detailed skills and methodologies in the second year. Then applications (to academic and real world issues) are the general focus of the final year.

The core and compulsory modules diminish in number/credits year on year and the options (and the range of options) increase correspondingly. This is to reflect the need for more guidance and basic knowledge in the first year, with increasing levels of self-determination in years two and four respectively. This increasing independence is also reflected in the nature and scope of assessments at the three levels. The range of optional modules available in any particular year may depend upon staff availability. For the same reason, further optional modules may be offered as part of this programme in the future.

Each module is worth 20 credits except the dissertation which is worth 40 credits. All modules, except those designated as compulsory, are available for condonement under the university’s Regulations for Awards.

<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**Course structure for BA(Hons) English Language and Sociology**

Full time students:

**Year 1 – FOUNDATION**

**Students take the following core/compulsory modules in English Language**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AFL1508 | From Structure to Sense | 20 | Compulsory |
| AFL1509 | From Sound to Speech | 20 | Compulsory |
| AFL1507 | Sociolinguistics | 20 | Core |

**Students take HFB2002 plus one optional module in Sociology from a range that may include:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| HFB2002 | Introduction to Sociology: Society and Culture | 40 | Compulsory |
| HFB1024 | Human Rights in Contemporary Society | 20 | Option |
| HFB2004 | Policy and Society | 20 | Option |

Successful completion of this stage leads to:

120 credits = Certificate of Higher Education in English Language and Sociology

**Year 2 – INTERMEDIATE**

**Students take the following core module in English Language:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AIL2503 | Language and Enterprise | 20 | Core |

**Plus two optional modules from a range that may include:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AIL2513 | Language Variation and Change | 20 | Option |
| AIL2502 | Linguistic Fieldwork | 20 | Option |
| AIL2505 | Conversation analysis | 20 | Option |
| AIL2509 | Phonetics and Phonology | 20 | Option |
| AIL2508 | Pragmatics | 20 | Option |

**Students take the following core modules in Sociology:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code**  | **Title** | **Credit** | **Module type** |
| HIB2017 | Culture and Society | 20 | Core |
| HIB1043 | Health, Identity and Social Change | 20 | Core |
| HIB1041 | Gender, Sexuality and Crime | 20 | Core |

Successful completion of this stage leads to:

240 credits = Diploma of Higher Education in English Language and Sociology

**Year 3 – Placement Year**

Students must take module ASX0001 Work Placement Year to qualify for the award BA (Hons) English Language and Sociology (Sandwich). Alternatively, they may progress from Year 2 to Year 4 directly, to qualify for the BA (Hons) English Language and Sociology.

Students choosing to take the placement year will be supported by the course leader and their personal academic tutor. The course team, with help from the careers service, can help in finding a placement. Students will be encouraged to take a placement that is relevant to both subjects covered in the course (e.g. local government, charity or campaigning organisations).

|  |  |  |  |
| --- | --- | --- | --- |
| ASX0001  | Work Placement Year  | 120 | Optional |

**Year 4 - HONOURS**

**Students take the following compulsory module in English Language:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AHL3501 | Dissertation in English Language and Linguistics | 40 | Compulsory  |

**Plus one optional module from a range that may include:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AHL3505 | Language of Humour | 20 | Option |
| AHL3507 | Language and Power | 20 | Option |
| AHL3509 | Face and Politeness | 20 | Option |
| AHL3512 | Forensic Phonetics and Linguistics | 20 | Option |
| AHL3514 | Language and Identity | 20 | Option |

**Students take three optional modules in Sociology from a range that may include:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| HHB2000 | Race, Ethnicity and Difference | 20 | Option |
| HHB1046 | Representing the Social | 20 | Option |
| HHB1023 | Film and Cinema | 20 | Option |
| HHX2001 | Humanity 2.0: Living and Participating in the Digital Age | 20 | Option |

Honours level students are encouraged to choose a dissertation topic that spans both the subjects covered on the course.

Depending on number of credits completed, successful completion of this stage leads to:

300 credits = BA English Language and Sociology

360 credits – BA (Hons) English Language and Sociology

480 credits = BA(Hons) English Language and Sociology (Sandwich) (of which must include 120 credits from the placement year).

Part time students:

Year 1 (Level 4) – FOUNDATION

Students take the following core/compulsory modules:

Code Title Credit Module type

HFB2002 Introduction to Sociology: Society and Culture 40 Compulsory AFL1507 Sociolinguistics 20 Core

Year 2 (Level 5) - FOUNDATION

Students the following TWO core modules in English Language:

Code Title Credit Module type

AFL1508 From Structure to Sense 20 Compulsory

AFL1509 From Sound to Speech 20 Compulsory

Plus ONE optional module in Sociology from a range that may include:

HFB1024 Human Rights in Contemporary Society 20 Option

HFB2004 Policy and Society 20 Option

Successful completion of this stage leads to:

120 credits = Certificate of Higher Education in English Language and Sociology

Year 3 (Level 5) – INTERMEDIATE

Students take ONE optional modules from a range that may include:

Code Title Credit Module type

AIL2513 Language Variation and Change 20 Option

AIL2502 Linguistic Fieldwork 20 Option

AIL2505 Conversation analysis 20 Option

AIL2509 Phonetics and Phonology 20 Option

AIL2508 Pragmatics 20 Option

Plus the following two core modules in Sociology:

Code Title Credit Module type

HIB2017 Culture and Society 20 Core

HIB1043 Health, Identity and Social Change 20 Core

Year 4 (Level 5) – INTERMEDIATE

Students take the following core module in English Language:

Code Title Credit Module type

AIL2503 Language and Enterprise 20 Core

Students take ONE remaining optional modules from a range that may include:

Code Title Credit Module type

AIL2513 Language Variation and Change 20 Option

AIL2502 Linguistic Fieldwork 20 Option

AIL2505 Conversation analysis 20 Option

AIL2509 Phonetics and Phonology 20 Option

AIL2508 Pragmatics 20 Option

Plus the following core module in Sociology:

Code Title Credit Module type

HIB1041 Gender, Sexuality and Crime 20 Core

Successful completion of this stage leads to:

240 credits = Diploma of Higher Education in English Language and Sociology

Year 5 (Level 6) - HONOURS

Students take the following compulsory module in English Language:

Code Title Credit Module type

AHL3501 Dissertation in English Language and Linguistics 40 Compulsory

Plus one optional module in Sociology from a range that may include:

Code Title Credit Module type

HHB2000 Race, Ethnicity and Difference 20 Option

HHB1046 Representing the Social 20 Option

HHB1023 Film and Cinema 20 Option

HHX2001 Humanity 2.0: Living and Participating in the Digital Age 20Option

Successful completion of this stage leads to:

300 credits = BA English Language and Sociology

Year 6 (Level 6) - HONOURS

Students take one optional module in English Language from a range that may include:

Code Title Credit Module type

AHL3505 Language of Humour 20 Option

AHL3507 Language and Power 20 Option

AHL3509 Face and Politeness 20 Option

AHL3512 Forensic Phonetics and Linguistics 20 Option

AHL3514 Language and Identity 20 Option

Students take two optional modules in Sociology from a range that may include:

Code Title Credit Module type

HHB2000 Race, Ethnicity and Difference 20 Option

HHB1046 Representing the Social 20 Option

HHB1023 Film and Cinema 20 Option

HHX2001 Humanity 2.0: Living and Participating in the Digital Age 20Option

Honours level students are encouraged to choose a dissertation topic that spans both the subjects covered on the course.

Successful completion of this stage leads to:

360 credits – BA (Hons) English Language and Sociology

# TEACHING, LEARNING AND ASSESSMENT

Students are treated equally for the purposes of teaching, learning and assessment. However, adaptations in delivery of materials and assessment arrangements are made (under the Equality Act 2010) for students with declared disabilities.

14.1 Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

14.2 Learning and teaching is delivered through seminars, group work, practical experience, lectures, workshops, the VLE and Work placement. Student-centred learning is used where appropriate and its role generally increases throughout the course. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. Thus in lower levels the acquisition of basic skills and the confidence to perform academically is developed. At the higher levels, a degree of student choice in learning delivery and assessment encourages students to have greater engagement with and control over their learning.

14.3 Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, practice/competency-based learning and examination. The nature of the assessment varies from module to module, and mirrors the modes of communication expected of graduates in this field, for example, report writing, presentations and essays. Helping students understand differences in the types and number of assessments across the areas will be done through induction activities and the personal academic tutorial system.

14.4 Work based learning is the basis of the strategy for degree courses so students engage with employment and enterprise practice as a part of the intermediate Language and Enterprise module. Both learning and assessment aims to develop the skills, knowledge and confidence to perform well in the work setting through integrated assignments and progressively greater student autonomy.

14.5 Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001) From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop an awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and is supported through the personal tutor system. PDP also provides a medium for creating an effective C V. Learning opportunities are identified throughout the course. Students keep a record of their progress through course work, supported by their personal tutor.Dedicated support is given at School level by the Careers Service to aid students in preparing for work. This portfolio of materials is then used in preparing for job applications and/or supporting continuous professional development. (See Appendix 1 for more information.)

14.6 The School uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensure and protect the originality of work submitted for assessment.

Where the nature of assignments undertaken might cause ethical concerns, the matter will be raised with the School Ethics Committee. Where students collect data from participants up to 17 years old, a DBS check may be required.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)
* Big White Wall

 Links to the main facilities are as follows:

<http://www.hud.ac.uk/library/>

<https://studenthub.hud.ac.uk/Pages/JobsCareers.aspx>

<http://www.hud.ac.uk/wellbeing-disability-services/disabilityservices/>

[http://www.hud.ac.uk/wellbeing-disability-services/wellbeing//](http://www.hud.ac.uk/wellbeing-disability-services/wellbeing/)

<http://www.hud.ac.uk/wellbeing-disability-services/faithcentre/>

<https://www.hud.ac.uk/uni-life/accommodation/>

<https://www.hud.ac.uk/news/2017/september/careersandemployabilityservice>

 <http://www.hud.ac.uk/sport-fitness-health/>

<https://www.hud.ac.uk/international/>

 **Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: <http://www.hud.ac.uk/wellbeing-disability-services/index.php>

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at:

 <http://www.hud.ac.uk/students/finance/>

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at: <http://www.hud.ac.uk/students/it/>

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.3 School and Course Level Support**

The principal features of the support for students are as follows:

* International students will be offered an International Week by the International Office.
* Students will have the opportunity to follow a Pre-sessional Language Programme prior to joining the course.
* All students will start their time at the university with an induction programme. Students will be introduced to the town of Huddersfield, an overview of the course and an introduction to university academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE and a guide to Computing and Library services; and an introduction to the university student services gateway. It will also include an explanation of the Personal Development Planning process [see Appendix 3]. Further meetings with Computing and Library staff will be arranged following initial induction to provide more advanced information about the systems and facilities. This will be done through the PDP process and the 'Becoming a Linguist' regular sessions (see appendices 1 and 2a).
* At the beginning of the programme, students will be allocated a personal academic tutor who will offer academic counselling and guidance, maintain an overview of academic progress, maintain an overview of problems which may lead to a claim for extenuating circumstances, coordinate the preparation of references, and refer the student to other university support mechanisms as appropriate. International students will be given support by their personal academic tutor to assist their adjustment to living in a new environment.
* Attention will be paid to any specific academic needs of international students in order to assist their transition to UK academic assessment methods and requirements. This support and guidance will be provided by personal academic tutors, module tutors and the Academic Skills Tutor in the school in order to assist students to develop any new study skills that may be needed.
* Students will be provided with a Student Handbook which contains inter alia information on university facilities, course organisation, assessment regulations, and advice on the presentation of assignments.
* Throughout the programme students will have access to email and tutorial support from both module tutors and personal academic tutors. Where module tutors are full-time members of staff they will schedule regular office hours where students can receive additional support. Students will also have access to the Course Leader and Head of Subject.
* The Academic Skills Tutor will be available to provide academic support in a range of contexts. Students on the course will have weekly timetabled sessions with an AST (see Appendix 3).
* Students will have regular timetabled sessions (on Wednesday afternoons) called 'Becoming a Linguist'. These sessions are for all students in Linguistics (though sometimes target particular year groups or other specific cohorts). They cover study skills and social events and are tailored to the needs and wishes of the students (see Appendix 3a for a sample programme).
* Throughout the programme students will be able to access advice from personal academic tutors on campus and facilities, and have opportunities to meet other students and share sports, leisure and social events.

* Students will have access to the provision of the Directorate of Student Services, which includes the Careers and Employability Service and Well Being and Disability Services. In addition, there is a Faith Centre in Queens Street South Annex.
* All modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.
* line with the Equality Act 2010, the School will make reasonable adjustments in order that disabled students can fully access their course. The University's Disability Support Service provides information and advice to disabled students about the support available and liaises with members of staff on disability related issues.

**15.4 Support staff**

**15.4.1 Academic Skills Tutor**

 The school has dedicated Academic Skills Tutors who deliver a range of generic skills. The AST offers help and advice with general study skills, IT, literacy and numeracy as well as research skills. The AST may also refer students for specialist support and assessment.

**15.4.2 Personal Academic Tutor**

The University has implemented a personal tutor system for full time undergraduate students. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically, personal tutors:

* Provide a personal contact for the student within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
* Take part in supportive training events.

Where personal tutor arrangements do not apply, the first point of contact for students is the Student Hub.

**15.4.3 Module Leader**

The module leader is responsible for directing teaching, learning and assessment of the modules within this course.

**15.4.4 Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

**15.4.5 Joint Honours Tutor**

 The joint honours tutor is responsible for overseeing the courses co-taught with other areas. S/he will establish a relationship with joint honours students during induction week, will maintain regular contact, be a point of contact for students and will take responsibility in matters concerning joint courses.

 **15.4.6 General**

The subject area is the focus for students to acquire a sense of belonging to an academic community, both locally and nationally/internationally. This is fostered by a number of means, which are also available as part of the PDP scheme (see Appendix 3), including:

* Student conference organisation with opportunities for experience of a range of administrative as well as academic roles. These are outward-facing and provide networking opportunities for undergraduates similar to those available for postgraduates.
* Peer learning opportunities are made available within the subject area between different cohorts.
* Aspirational networking is encouraged between undergraduate, graduate and postgraduate groups. The forms this networking takes are varied, but include social events, encouragement for undergraduate students to attend research seminars, invitations to graduates (e.g. those in the teaching profession) to return and talk to current students; working alongside staff and postgraduates on the Linguistics Olympiad; acting as informants and/or research assistants for research projects based in the department.
* Encourage membership of academic organisations. Many of these are cheap or free and can help students to see whether an academic career is for them.
* Opportunities to work with staff on impact and outreach projects.
* Working alongside incoming exchange and other international students.

**16. CRITERIA FOR ADMISSION**

**16.1** The University of Huddersfield seeks and encourages applicants from a range of backgrounds in order to widen participation, improve access, and apply the principles of equal opportunities.  We provide support for applicants who require additional assistance in order to select the right course of study, and make a successful transition to studying at University. We encourage local, national and international applications.

Further information for International Students can be found on:

 <http://www.hud.ac.uk/international>

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.3** Further information related to the School APL process can be found on the School pages in the VLE. <http://www.hud.ac.uk/hhs/apl/>

**16.4** The University’s general minimum entry requirements are specified in the ‘Regulations for Awardswhich can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.5** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://www.hud.ac.uk/disability-services/>

**16.6** Entry requirements for all awards within the course fall within the regulations of the University of Huddersfield and the School of Music, Humanities and Media.

However, the specific entry requirements and admission criteria for this course are detailed below.

* ABB at A Level including a minimum grade B in any form of English
* 112-120 UCAS tariff points from a combination of Level 3 qualifications including a minimum grade B at A level in any form of English
* DDM in BTEC Level 3 Extended Diploma
* Pass Access to Higher Education Diploma with 45 Level 3 credits at Merit or above, modules to include any form of English
* 128 UCAS tariff points from International Baccalaureate qualifications which should include an English component.

**16.7** Mature students and those with non-standard qualifications will be expected to demonstrate the potential for successfully completing degree level work. This will normally take the form of an appropriate Access or similar qualification but exceptionally students will be permitted to enter the course because they can convince admissions tutors of their capacity for advanced study. This will normally be achieved through an interview and submission of a piece of written work.

**16.8** In admitting students to the course, as in other respects, the course will conform to the University’s equal opportunities policy.

**17. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at: .

 <https://www.huddersfield.su/courserepwebsite>

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.4** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**18. REGULATION OF ASSESSMENT**

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the Registry website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. INDICATORS OF QUALITY AND STANDARDS**

**19.1** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The outcome of the most recent institutional audit can be found at:

 <http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-Huddersfield-10.aspx>

***Please note:*** *This specification provides a concise summary of the main features of the Course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.*

**Additional information can be found in:**

Course Handbooks, Module Handbooks

APPENDICES:

1. Personal Development Plan

2a. Study Skills Sessions

2b. Study Skills Audit

1. Mapping course learning outcomes to modules
2. Benchmark mapping
3. Assessment schedule

**Appendix 1: Personal Development Planning**

The PDP process is delivered through both formal (taught) and informal means. It is administered by a named member of academic staff (normally the Course Leader) and implemented by all staff through the personal academic tutor system and module leaders of the relevant modules. The provision of PDP at undergraduate level is adapted to the 2004 QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, to provide students with ‘appropriate opportunities for personal and professional development’ and to provide for the identification, regular review and recording of each student’s development needs. Responsibility for adhering to the PDP scheme lies with the student.

The three strands of PDP opportunities for students are:

* Taught modules
* Extra study skills and development sessions
* Subject-based opportunities

Students are guided by their personal tutors to reflect on and audit their skills and experience as they progress through the course. Regular meetings with tutors help students ensure that they acquire all the appropriate skills leading up to graduation. This process begins with personal academic tutors using the ILP to help identify perceived weaknesses and develop strategies to help students overcome these issues. The Dashboard is used to keep a record of these meetings. These, and PDP in taught modules and study skills sessions, help students to build up a portfolio of documents (e.g a CV, information about career options, record of achievement) as they go through the course.

There are modules in each year or level of study which provide opportunities to develop specific skills in presentation, independent working and team working. The Study Skills Audit document (see Appendix 2) shows how and where various personal and study skills are embedded into the modules on the course. In particular, the work placement in year 2 (AIL2503); the optional work placement year (ASX0001) and the Dissertation module in the final year are ideal opportunities for students to reflect on their career ambitions and their progress towards developing the appropriate skills to match. Our PDP monitoring is designed to take account of the skills and self-reflection opportunities in these modules

Students electing to take the work placement year are supported by their personal academic tutor. They are encouraged to reflect on their experiences and to consider its contribution towards their future career path and the skills they have to offer. Students are expected to gather evidence of the skills and experience gained as a contribution towards their PDP portfolio.

Extra study skills sessions are also timetabled to cover key skills such as planning and writing essays. These sessions are delivered by library staff, ASTs, members of the Linguistics team and invited guests. An indicative programme is included below to illustrate the kind of sessions this involves. The programme is constructed in consultation with students to cover requests for specific sessions along with ones that the team deem necessary. Students record for themselves which sessions they attend and how it has helped them with their developing skills.

The subject area also provides a range of discipline-related activities for students to get involved with. In addition to enriching their intellectual and social experience of University study, these activities provide experience of different kinds of interaction and organisation which will lead to personal development outcomes.

The subject area provides PDP opportunities through its focus on the importance of belonging to an academic community, both locally and nationally/internationally. This community is fostered by a number of means including:

* Student conference organisation with opportunities for experience of a range of administrative as well as academic roles. These are outward-facing and provide networking opportunities.
* Peer learning and mentoring opportunities are made available within the subject.
* Networking is encouraged between undergraduate, graduate and postgraduate groups. The forms this networking takes are varied, but include social events, encouragement for undergraduate students to attend research seminars, invitations to graduates (e.g. those in the teaching profession) to return and talk to current students; working alongside staff and postgraduates on the Linguistics Olympiad; acting as informants and/or research assistants for research projects based in the department.
* Encourage membership of academic organisations, particularly, but not solely, for students continuing on academic careers. Opportunities to work with staff on impact and outreach projects.
* Opportunities for exchanges with a number of European countries. Working alongside incoming international students.

**Appendix 2a: Indicative Study Skills Sessions**

|  |
| --- |
| **TERM 1** |
| **Week** |  | **Talk** |  |
| **2** |  | **Academic writing workshop** |  |
| **3** |  | **Referencing workshop** |  |
| **4** |  | **Language and Enterprise placement drop in** |  |
| **5** |  | **CV writing workshop**  |  |
| **6** |  | **Using Google Scholar**  |  |
| **7** |  | **How to give an effective presentation** |  |
| **READING WEEK** |
| **9** |  | **Critical reading workshop**  |  |
| **10** |  | **Introduction to the OED online** |  |
| **11** |  | **Christmas Social Event** |  |

|  |
| --- |
| **TERM 2** |
| **Week** |  | **Talk** |  |
| 1 |  | **Using ProQuest Newsstand for data collection** |  |
| 2 |  | **Using Descriptive Statistics in data analysis 1** |  |
| 3 |  | **Using Descriptive Statistics in data analysis 2** |  |
| 4 |  | **How to design a research poster**  |  |
| 5 |  | **Module choices meeting** |  |
| **READING WEEK** |
| 7 |  | **Using ELAN for data analysis 1**  |  |
| 8 |  | **Using ELAN for data analysis 2** |  |
| 9 |  | **Using Audacity for data analysis**  |  |
| 10 |  | **Reflecting on your course** |  |
| 11 |  | **MA Opportunities Meeting** |  |
| 12 |  | **Dissertation planning****(third years only)** |  |

**Appendix 2b Study Skills Audit**

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

|  |
| --- |
| FOUNDATION LEVEL |
| **Module Titles** | AFL1508From Structure to Sense | AFL1509 From Sound to Speech | AFL1507Sociolinguistics | HFB2002Into to Sociology:Society and Culture | HFB1024Human Rights in Contemporary Society | HFB2004Policy and Society |
| Critical Thinking |  |  | TT P A | P, A | TT | TT |
| Self reflection |  |  | TT P A |  |  |  |
| Note-making skills |  | TT, P | LS TAS | TT, P, A | P | P |
| Oral communication |  | TT, P, A |  |  | P  | P, A |
| Formal writing skills | A |  | TT P A | TT, P, A |  | TT, A |
| Interpersonal skills | P |  |  |  |  | P  |
| Identifying and solving problems |  | TT, A | TT P |  | P | P |
| Leadership |  |  |  |  |  |  |
| Teamwork |  | TT |  |  | P | A, P |
| Organisation |  | TT | TAS |  |  |  |
| Producing an argument |  |  | TT P A |  |  | A  |
| Referencing |  | TT | TT P A | TT, P, A | P A | T T, P, A  |
| Information literacy | P |  | LS | TT, P, A |  |  |
| Computer literacy |  |  |  |  |  |  |

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

CS = Input from careers staff

|  |
| --- |
| **INTERMEDIATE LEVEL** |
| **Module Titles** | AIL2503 Lang and Enterprise | AIL2513 Language Variation and Change | AIL2505 Conversation Analysis | AIL2509Phonetics and Phonology | AIL2508 Pragmatics | HIB2017Culture and Society | HIB1043Health, Identity and Social Change | HIB1041Gender, Sexuality and Crime |
| Critical Thinking | TT, P | P |  | A | TT, P, A | TT, P, A | TT, P, A | TT, P, A |
| Self reflection | TT , P, A, CS |  |  |  | TT, P | TT, P, A | TT, P, A | TT, P, A |
| Note-making skills |  |  |  |  | P | TT, P, A | P | P, A |
| Oral communication | A  | TTA |  |  |  |  |  |  |
| Formal writing skills |  | TTA |  | A | P, A | P, A | TT, P, A | TT, P, A |
| Interpersonal skills | P, TT  | P |  |  |  |  |  |  |
| Identifying and solving problems | P, TT, CS | TT, P, A | TT, P, A | A, TT | TT, P , A |  | TT, P, A | P, A |
| Leadership | P,TT |  |  |  |  |  |  |  |
| Teamwork | P, TT | P | P |  | P |  |  |  |
| Organisation | P,  | P, A | TT, A |  |  | P |  |  |
| Producing an argument |  | P, A |  | A, TT |  |  | TT, P, A | TT, P, A |
| Referencing | A |  | P, A |  | P, A | P, A |  | P, A |
| Information literacy |  |  | P |  | P | TT, P, A |  | P, A |
| Computer literacy | P, TT, CS  |  |  | A, TT |  |  |  |  |

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

|  |  |
| --- | --- |
|  | **HONOURS LEVEL** |
| **Module Titles** | AHL3501 Dissertation | AHL3505 Language of Humour | AHL3507 Language and Power | AHL3509 Face and Politeness | AHL3514 Language and Identity | HIB2000Race, Ethnicity and Difference | HHB1046Representing the Social | HHB1023Film and Cinema | HHX2001Humanity: Living and Participating in the Digital Age |
| Critical Thinking | TT,A,P | TT, A, P | TT, P, A | TT P A | TT P A | TT, P, A | TT, P, A |  | TT, P, A |
| Self reflection | TT, A, P |  |  | TT P  | P |  |  |  | P, A |
| Note-making skills | P | P | P |  | P |  | P, A |  | P |
| Oral communication | TT , A , P | TT, P | P, TT |  | P, A | P |  | TT, P, A | TT, P, A |
| Formal writing skills | TT, A , P | TT, A | A | P A | TT P A | A  | A |  | TT, P, A |
| Interpersonal skills | P, A |  |  |  |  | P |  | P, A | P, A |
| Identifying and solving problems | P, A |  |  | P A |  |  |  | P, A |  |
| Leadership |  |  |  |  |  |  |  | P |  |
| Teamwork |  | P | P |  | P | P |  | P |  |
| Organisation | TT, P |  |  |  |  |  | P | P | P, A |
| Producing an argument | TT , A , P | P, A | P, A | TT P A | A | A, P | P, A |  | P, A |
| Referencing | TT, A , P | TT, A | A | TT, P A |  |  |  |  | P, A |
| Information literacy | TT,A,P | TT,P,A | TT, P, A |  |  |  |  |  | P, A |
| Computer literacy | P |  |  |  |  |  |  |  | TT, P, A |

**Appendix 2c: PDP by academic stage**

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | Personal academic tutorials | Discussion with tutor about skills and development during Y1  | Entrance questionnaire and tutorial discussion |
| **EVIDENCE** | PAT module/MyStudents recording |  |  |
| **Career Planning** | APR0224 Becoming a Linguist | Sessions on career tasters | Discussion with relevant stakeholders |
| **EVIDENCE** | Attendance at session | Work carried out in session | Contribution self-assessed by student with PAT in following PAT session |
| **Developing independence / confidence** | **AFL1509** | Working individually to orally present speech sounds | Viva voce style presentation in Summative 2 |
| **EVIDENCE** | The content covered in this module is a new phenomenon for most students. | Students individually build on work achieved in the module by articulating, describing, and perceiving a range of phonetic phenomena and reflect on the exercise | Assessed work – feedback provided |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AIL2503 Language and Enterprise | Students reflect on their own experiences of industry or workplaces  | Assessed in Summative 1 when they have to write an essay addressing these issues |
| **EVIDENCE** | Engagement with module | Engagement in class and discussion of personal experiences | Feedback provided by module tutor |
| **Career Planning** | AIL2503 Language and Enterprise | Students put into practice their knowledge of careers planning in Summative 2 | Create application a real or simulated job specification to be marked by Careers Service |
| **EVIDENCE** | Engagement with module | Submission of Summative 2 | Student to gain feedback from Careers Service on their jobs planning |
| **Developing independence / confidence** | **AIL2502 and AIL2505** | Students design and carry out a data collection project | Manage a project from start to finish and submit as Summative 2 |
| **EVIDENCE** | Engagement with module | Students individually build on work achieved in the module(s) by creating their own research  | Assessed work – feedback provided |

**Year 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | PAT | Students reflect on what their degree has taught them and how this will influence their next steps | Talk through options post-graduation with PAT or Careers service |
| **EVIDENCE** | Engagement with PAT | Discussion with PAT | Student to decide on what to do |
| **Career Planning** | PAT | Students build on their knowledge from the Y2 employability module by deciding their next steps after the end of their undergraduate studies | Create application for real job advert with support from Careers Service/further study with support from PAT |
| **EVIDENCE** | Engagement with PAT | Discussion with PAT | Student to gain feedback from Careers Service in conjunction with PAT |
| **Developing independence / confidence** | **AIL3501 Dissertation** | Students do an extended piece of work on a subject of their choosing | Manage a project from start to finish and submit as Summative assessement |
| **EVIDENCE** | Engagement with supervisor and module workshop sessions | For the first time on the degree, students set their own parameters of work and must manage their own time in (supervised) independent study | Assessed work – feedback provided |

**Appendix 3: Mapping of Programme Learning Outcomes to compulsory and core modules:**

|  |  |
| --- | --- |
|  | **FOUNDATION** |
|  | **From Structure to Sense** | **From Sound to Speech** | **Sociolinguistics** | **Introduction to Sociology: Society and Culture** |
|  | **AFL1508** | **AFL1509** | **AFL1507** | **HFB2002** |
| Knowledge and understanding |  |  |  |  |
|  |  ✓ |  ✓ |  ✓ |  |
|  |  ✓ |  ✓ |   |  |
|  |  |  |  ✓ |  |
|  |  |  |  |  ✓ |
|  |  |  |  |  ✓ |
|  |  |  |  |  ✓ |
| Skills and other attributes |  |  |  |  |
| 1. |  |  |  ✓ |   |
| 2. |  ✓ |  ✓ |  ✓ |  ✓ |
| 3. |  ✓ |   |  ✓ |   |
| 4. |   |  ✓ |   |  ✓ |
| 5. |  |  |  ✓ |   |
| Professional practical skills |  |  |   |  |
| 1. |   |  |  ✓ |   |
| 2. |   |  ✓ |   |  ✓ |
| 3. |  |   |  ✓ |   |
| 4. |  ✓ |  ✓ |  ✓ |  ✓ |
| 5. |  |  |  ✓ |   |
| Transferable/key skills |  |  |  |  |
| 1. |   |  ✓ |  ✓ |   |
| 2. |   |   |   |  ✓ |
| 3. |   |   |   |   |
| 4. |   |  ✓ |   |  ✓ |
| 5. |   |  ✓  |   |  |
| 6. |   |   |   |  |

On meeting all the above plus optional modules up to 120 F credits: CertHE English Language and Sociology

|  |  |  |
| --- | --- | --- |
|  |  | **INTERMEDIATE** |
|  | **Lang and Enterprise** | **Linguistic Fieldwork** | **Phonetics and Phonology** | **Culture and Society** | **Health, Identity and Social Change** | **Gender, Sexuality and Crime** | **YEAR 3 PLACEMENT** |
|  | **AIL2503** | **AIL2502** | **AIL2509** | **HIB2017** | **HIB1043** | **HIB1041** | **Work Placement** |
| Knowledge and understanding |  |  |  |  |  |  | **ASX0001** |
| 1. |   |  ✓ | ✓ |  |  |  |  |
| 2. |   |  ✓ | ✓ |  |  |  |  |
| 3. |  ✓ |  ✓ |  |  |  |  |  |
| 4. |  |  ✓ |  |  ✓ | ✓ | ✓ |  |
| 5. |  |  ✓ |  |  ✓ | ✓ |  |  |
| 6. |  |   |  |  ✓ |  |  |  |
| Skills and other attributes |  |  |  |  |  |  |  |
| 1. |  ✓ |  ✓ |  ✓ |  ✓ | ✓ | ✓ |  |
| 2. |   |  ✓ | ✓ | ✓ |  | ✓ |  |
| 3. |  ✓ |  ✓ |  | ✓ | ✓ | ✓ |  |
| 4. |  ✓ |  ✓ |  | ✓ | ✓ | ✓ |  |
| 5. |  ✓ |  ✓ |  |  | ✓ |  |  |
| Professional practical skills |  |   |  |  |  |  |  |
| 1. |  ✓ |  ✓ |  | ✓ | ✓ | ✓ |  |
| 2. |   |  ✓ | ✓ |  |  | ✓ |  |
| 3. |  ✓ |  ✓ |  |  |  |  |  |
| 4. |  ✓  |  ✓ |  | ✓ | ✓ | ✓ |  |
| 5. |  ✓ |  ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Transferable/ key skills |  |   |  |  |  |  |  |
|  | ✓ |  ✓ |  | ✓ | ✓ | ✓ |  |
|  |  ✓  |  ✓ |  | ✓ | ✓ | ✓ |  |
|  |  ✓ |  ✓ |  | ✓ | ✓ | ✓ |  |
|  |  ✓ |  ✓ |  | ✓ | ✓ | ✓ |  |
|  |  ✓  |  |  |  |  |  | ✓ |
|  |   |  |  |  |  |  | ✓ |

On meeting all the above plus optional modules up to 120 I credits: Diploma English Language and Sociology

|  |  |
| --- | --- |
|  | **HONOURS** |
|  | **Dissertation in English Language** |
|  | **AHL3501** |
| Knowledge and understanding |  |
|  |  ✓ |
|  |  ✓ |
|  |  ✓ |
| Skills and other attributes |  |
| 1. |  ✓ |
| 2. |  ✓ |
| 3. |  ✓ |
| 4. |  ✓ |
| 5. |  ✓ |
| Professional and practical skills |  |
| 1. |  ✓ |
| 2. |  ✓ |
| 3. |  ✓ |
| 4. |  ✓ |
| 5. |  ✓ |
| Transferable/key skills |  |
| 1. |  ✓ |
| 2. |  ✓ |
| 3. |  ✓ |
| 4. |  ✓ |
| 5. |  ✓ |
| 6. |   |

On meeting all the above plus optional modules up to 120 H credits: BA (Hons.) English Language and Sociology

**Appendix 4**

**Mapping Course Learning Outcomes onto Sociology Benchmark Statement**

|  |
| --- |
| Benchmark statement |
| 1. **Subject Knowledge and Understanding.**

*Programmes will address the following areas* *of sociological knowledge and understanding:* | **K4** | **K5** | **K6** |
| * 1. Key concepts and theoretical approaches that have been and are developing within Sociology
 | \* | \* | \* |
| * 1. The relationships between individuals, groups and social structures
 | \* | \* |  |
| * 1. Social diversity and inequalities
 | \* | \* |  |
| * 1. The role of culturally organised processes in social life
 | \* | \* |  |
| * 1. Processes underpinning social change.
 | \* | \* | \* |
| * 1. The distinctive character of Sociology in relation to other forms of understanding, such as its relation to other disciplines and to everyday explanations
 | \* | \* | \* |
| * 1. The relationship between analysis of evidence and sociological arguments.
 | \* | \* | \* |
| * 1. A range of qualitative, quantitative and digital data sources, research strategies and methods of data collection and analysis
 |  |  | \* |
| * 1. The importance of ethical issues in all forms of sociological data collection, analysis and argumentation
 |  |  | \* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Subject Specific and Other Skills:**

*The range of subject specific abilities that students would normally be expected to develop include:* | **SOA1** | **SOA2** | **SOA3** | **SOA4** | **SOA5** |
| * 1. The ability to formulate and investigate sociologically informed questions
 | \* | \* |  | \* | \* |
| * 1. Competence in using major theoretical perspectives and concepts in Sociology, and their application to social life
 |  | \* | \* | \* |  |
| * 1. The capacity to identify, assess and analyse sources of evidence in building a sociological argument
 | \* | \* |  | \* | \* |
| * 1. The ability to identify a range of qualitative and quantitative data sources, across different modalities (visual, oral, material or digital) of relevance to sociological enquiry
 | \* |  | \* |  | \* |
| 2.5 The ability to identify a range of research strategies and methods and to comment on their relative advantages and disadvantages for sociological research | \* |  | \* |  | \* |
| 2.6 The ability to plan and conduct sociological research using quantitative and qualitative data sources whether using secondary analysis of previous research, naturally occurring data or gathering new data | \* |  |  | \* | \* |
| 2.7 The ability to understand and apply best ethical practice in sociological enquiry |   |  | \* |  | \* |
| 2.8 The ability to recognise the relevance of sociological knowledge to social, public and civic policy. |  |  | \* | \* |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Cognitive Abilities:**

 *Students are expected to acquire, in a range of teaching and learning situations, a number of cognitive abilities and skills enabling students to gain competence in:* | **S****O****A****1** | **S****O****A****2** | **S****O****A****3** | **S****O****A****4** | **S****O****A****5** | **P****P****S****1** | **P****P****S****2** | **P****P****S****3** | **P****P****S****4** | **P****P****S****5** |
| 3.1 Judging and evaluating evidence  |  | \* |  |  | \* |  |  | \* |  | \* |
| 3.2 Statistical techniques for interpreting and analysing numerical data |  |  |  | \* |  |  |  |  |  | \* |
| 3.3 Appreciating the complexity and diversity of social contexts |  |  |  |  |  | \* |  |  | \* |  |
| 3.4 Assessing the merits of competing theories and explanations |  | \* |  |  |  |  |  |  |  | \* |
| 3.5 Gathering, retrieving, and synthesising information |  |  |  | \* | \* |  |  |  |  | \* |
| 3.6 Making reasoned and evidenced arguments | \* | \* | \* |  |  |  |  |  |  |  |
| 3.7 Interpreting evidence (numerical, visual, spoken and written) |  |   | \* |  | \* |  |  |  |  | \* |
| 3.8 Reflecting on their own accumulation of knowledge |  |  |  |  |  |  |  | \* |  |  |
| 3.9 Reflexivity about assumptions and the social processes and structures shaping forms of knowledge |  |  |  |  |  |  | \* |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Transferable Skills:**

 *Students are expected to have access to the opportunity to develop further transferable skills in the following areas:* | **TS1** | **TS2** | **TS3** | **TS4** | **TS5** | **TS6** |
| 4.1 Learning and study skills | \* | \* | \* | \* |  |  |
| 4.2 Written, visual and oral communication skills in a variety of contexts and to different types of audiences | \* |  |  |  |  |  |
| 4.3 Computer aided statistical and other quantitative techniques for analysing quantitative data |  |  | \* |  |  |  |
| 4.4 Computer aided techniques for storing, collating and analysing qualitative data |  |  | \* |  |  |  |
| 4.5 Information retrieval skills in relation to primary and secondary sources of information |  |  | \* | \* |  |  |
| 4.6 Digital and IT skills |  |  | \* |  |  |  |
| 4.7 Skills of time planning and management |   |  | \* |  |  |  |
| 4.8 Independent working and collaborative group work skills |  | \* |  |  |  |  |
| 4.9 The ability to assess and understand their own strengths and weaknesses, and to take action to improve and enhance their capacities |  |  |  |  | \* | \* |

**Mapping Course Learning Outcomes onto QAA Linguistics Benchmark Statements**

|  |  |
| --- | --- |
|  | **Learning Outcomes** |
| **Benchmark Standards for Linguistics 2019** | **Knowledge and Understanding** | **Skills and Other Attributes** | **Professional Practical Skills** | **Transferable/KeySkills** |
|  | **1** | **2** | **3** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| demonstrate an understanding of the nature of theory and of what constitutes an explanation | **✓** | **✓** |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| specify and illustrate to new data the core analytical concepts relevant to each area of linguistic analysis | **✓** | **✓** | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| describe the central components of any one formal model in one or more levels of analysis | **✓** | **✓** | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| understand how to evaluate alternative analyses of a given data set  | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| describe and use under supervision the relevant basic techniques for collecting and analysing data, and identify the technical issues involved in the collection of reliable data |  |  | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| recognise the ethical and legal considerations involved in the collection of data from informants in the field or from participants in the experimental laboratory | **✓** | **✓** | **✓** |  | **✓** |  |  |  | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |
| apply methods of data collection and manipulation appropriate to the analytical aims of the task |  | **✓** | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| demonstrate an understanding of the issues involved in the basic techniques of data analysis | **✓** |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  |  |  |  |  |
|  demonstrate understanding of data and analyses presented by means of graphs, tree diagrams, tables, matrices and other diagrams and be able to use these appropriately, under supervision | **✓** | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |  |
| demonstrate an understanding of the relationship between data and theory, in particular the central role of hypotheses and the testing of hypotheses, and exploit the understanding in the analysis of data |  |  |  | **✓** |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |
| demonstrate an understanding of empirical and theoretical issues and problems and the type of data that is relevant to their solution |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** | **✓** | **✓** |  |  |  |  |
| follow and construct coherent lines of argumentation within the scope of a scientific discipline |  |  | **✓** |  | **✓** | **✓** | **✓** |  |  | **✓** |  |  |  |  |  |  |  |  |
| cite evidence appropriately |  |  |  |  |  | **✓** |  |  |  |  |  |  | **✓** |  |  |  |  |  |
| demonstrate a basic knowledge and understanding of the key linguistic areas |  |  |  |  |  |  |  | **✓** |  |  | **✓** |  | **✓** |  | **✓** | **✓** |  |  |
| plan, design and execute under supervision a piece of research or an inquiry, either as a member of a group or independently |  |  | **✓** |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |
| communicate ideas clearly, in writing or in oral presentations | **✓** |  |  | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** |  | **✓** | **✓** |  |  |  |  |  |
| search out and synthesise information occurring in a variety of formats, giving appropriate acknowledgments and lists of sources |  |  |  | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |  |  |
| give an oral presentation based on information collected from various sources |  |  |  |  |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |
| use IT skills to produce well-organised electronic documents, with some supervision |  |  |  |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  |  |  | **✓** |
| interpret information presented in the form of diagrams, tables and graphs |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  | **✓** | **✓** | **✓** |
| undertake competent self-directed study and learning |  |  |  |  |  | **✓** |  |  | **✓** | **✓** | **✓** |  | **✓** |  |  |  | **✓** | **✓** |

**Appendix 5 Indicative Assessment Schedule**

 E = essay, Pr = project, P = presentation, GP = group presentation, C = commentary, A = analysis , B = blog, AB= annotated bibliography, Po=portfolio

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching Weeks** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Con****Wk** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **Exam/****final** |
| **Foundation:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AFL1508 From Structure to Sense |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  | S1A |  | .. | .. | .. | .. | .. |  |  |  |  | S2, A |
| AFL1509 From Sound to Speech |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  | S1 E |  |  |  |  |  |  |  |  |  |  |  |  | S2 AU, O |
| AFL1507 Sociolinguistics |  |  |  |  |  |  |  |  |  |  | F |  |  |  |  |  |  |  |  |  |  |  | S1 Pr |  |  | S2 Exam |
| HFB2002 Introduction to Sociology: Society and Culture |  |  |  |  | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  | AB |  |  |  |  |  | E |
| HFB1024 Human Rights in Contemporary Society |  |  |  |  |  |  |  |  |  |  |  |  |  | Po |  |  |  |  |  |  |  |  |  |  |  |  |
| HFB2004 Policy and Society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | E |  |  | GP |  |  |
| **Intermediate:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AIL2503 Language and Enterprise |  |  |  |  |  |  |  |  |  |  |  |  |  | (F) | .. | .. | .. | .. | .. | S1 E |  |  |  |  |  |  S2 Pr |
| AIL2513 Language Variation and Change |  |  |  |  |  | (F) |  |  |  |  |  |  | S1 A |  |  |  |  |  |  |  |  |  |  |  |  | S2 E |
| AIL2505 Conv. Analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S1 A |  |  |  |  |  |  |  | S2 Pr |
| AIL2508 Pragmatics |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  |  |  |  |  | S1 A |  |  |  |  |  |  | S2 Exam |
| AIL2509 Phon & Phon |  |  |  |  |  |  |  |  |  |  |  |  |  | S1 A |  |  |  |  |  |  |  |  |  |  | S2Pr |  |
| HIB2017 Culture and Society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HIB1043 Health, Identity and Social Change |  |  |  |  |  |  |  |  |  | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Pr |
| HIB1041 Gender, Sexuality and Crime |  |  |  |  |  |  |  |  |  |  |  |  | E |  |  |  |  |  |  |  |  |  |  |  |  | Exam |
| **Honours:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHL3501 Dissertation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Pr |  |  |  | P |
| AHL3505 Language of Humour |  |  |  |  |  |  |  |  |  |  |  |  |  | F, Pres |  |  |  | S1 A |  |  |  |  |  |  |  | S2 E |
| AHL3507 Language and Power |  |  |  |  |  |  |  |  |  | F |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  |  | S2 Pr |
| AHL3509 Face and Politeness |  |  |  |  |  |  |  |  |  |  | F |  |  |  |  |  | S1 A |  |  |  |  |  |  |  |  | S2 E |
| HHB2000 Race, Ethnicity and Difference |  |  |  |  |  |  |  |  |  |  |  | E |  |  |  |  |  |  |  |  |  |  |  | E |  |  |
| HHB1046 Representing the Social |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | E |
| HHB1023 Film and Cinema |  |  |  |  |  |  |  |  |  |  | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  | E |
| HHX2001 Humanity: Living and Participating in the Digital Age |  |  |  |  |  |  |  |  |  |  |  |  |  | P |  |  |  |  |  |  |  | E |  |  |  |  |

**CAB Model**

Please select a CAB Model, please see our [guidance on identifying a CAB Model](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx):

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**Appendix 6: Huddersfield Graduate Attributes**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AFL1508 | **✓** |  |  | **✓** |  |  | **✓** |  |
| AFL1509 | **✓** |  |  |  | **✓** |  |  |  |
| AFL1502 | **✓** |  |  | **✓** | **✓** | **✓** |  |  |
| AFL1503 |  |  |  | **✓** | **✓** |  | **✓** |  |
| AFL1504 | **✓** |  | **✓** | **✓** | **✓** |  | **✓** |  |
| AFL1507 | **✓** |  | **✓** | **✓** | **✓** |  | **✓** |  |
| AIL2502 | **✓** |  |  |  | **✓** |  |  | **✓** |
| AIL2503 | **✓** | **✓** | **✓** |  |  |  |  | **✓** |
| AIL2505 | **✓** |  | **✓** | **✓** | **✓** |  | **✓** |  |
| AIL2506 | **✓** |  |  | **✓** | **✓** |  | **✓** |  |
| AIL2507 | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| AIL2508 |  |  |  |  |  |  |  |  |
| AIL2509 | **✓** |  | **✓** | **✓** |  |  | **✓** |  |
| AIL2511 | **✓** |  |  | **✓** | **✓** |  |  |  |
| AIL2513 | **✓** |  |  |  | **✓** | **✓** | **✓** |  |
| AHL3501 | **✓** |  |  | **✓** |  |  |  | **✓** |
| AHL3504 | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| AHL3505 | **✓** | **✓** |  | **✓** | **✓** |  | **✓** |  |
| AHL3507 | **✓** |  |  | **✓** |  |  | **✓** |  |
| AHL3508 |  |  |  |  |  |  |  |  |
| AHL3509 |  |  |  |  |  |  |  |  |
| AHL3512 | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
| AHL3514 | **✓** |  | **✓** |  | **✓** | **✓** | **✓** |  |