## *This document does not form part of the student contract*

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 in the Workplace 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 |
| 6. | **Final Award** | BA (Hons)  |
| 7. | **Course Title** | Linguistics |
| 8. | **UCAS Code** | Q100 |
| 9. | **Subject benchmark statement** | Linguistics (2015) |
| 10. | **Date of Programme Specification Approval** | November 2017 |

**11. Education Aims of the Course**

This course aims to introduce students to the study of linguistics, which is the science of language. This means that 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).

The course aims to equip students for the real world by educating them to understand, analyse and critique the communication going on around them. These skills are relevant to most modern careers, but can be closely linked to a wide range of careers in which language is central, such as speech therapy, language teaching, forensic linguistics and speech analysis, audio description).

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.

**12. Intended Learning Outcomes**

**Subject specific knowledge and understanding outcomes:**

On completion 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).

# Skills and Other Attributes (practical)

On completion 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

On completion of the course students will be able to:

1. devise, conduct and report on their own linguistic 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.

**13. 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 gaining 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 Linguistics 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 in the final 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 by year four. 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 validated and offered as part of this programme in the future.

Students are strongly advised to choose some modules in a modern foreign language, to facilitate comparison with English, but this is not a mandatory requirement of the course. Modern Foreign Language modules can be chosen from the available range and entry levels (see appendix 5) appropriate to the student’s prior experience and knowledge. This may include students taking modules in more than one foreign language.

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/>

**B.A. Linguistics – course structure**

**Year 1 (Level 4) – FOUNDATION**

Students take the following core modules:

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AFL1501 | Introduction to Descriptive Linguistics | 20 | Compulsory |
| AFL1502 | Approaches to Language Study | 20 | Core |
| AFL1503 | Introduction to Stylistics | 20 | Core |
| AFL1507 | Sociolinguistics | 20 | Core |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Modern Language module see appendix 5\* | 20 | Options |
| AFL1505 | Introduction to Intercultural Communication | 20 |
| AFL1504 | History of English  | 20 |  |

\*You may only choose ONE modern language option module per year

**Year 2 (Level 5) – INTERMEDIATE**

Students take the following core modules:

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Title** | **Credit** | **Module type** |
| AIL2502 | Field Linguistics | 20 | Core |
| AIL2503 | Language in the Workplace | 20 | Core |
| AIL2509 | Phonetics and Phonology | 20 | Core |
| AIL2511 | Syntax | 20 | Core |

Plus TWO from a range of optional modules that may include:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Modern Language module see appendix 5\* | 20 | Options |
| AIL2504 | Communication Across Cultures | 20 |
| AIL2505 | Conversation analysis | 20 |
| AIL2506 | Stylistics | 20 |
| AIL2507 | Corpus linguistics | 20 |
| AIL2508 | Pragmatics | 20 |

\*You may only choose ONE modern language option module per year

**Year 3 – Placement Year**

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

Personal Development Planning in year 3 will be delivered via the personal tutee system and the module leader. Students will be monitored via electronic contact and placement visits (see Appendix 1).

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

**Year 4 (Level 6) – HONOURS**

Students take:

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| AHL3501 | Dissertation in English Language & Linguistics | 40 | Core  |

Plus FOUR from a range of options that may include:

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| --- | --- | --- | --- |
|  | \*Modern Language module see appendix 5 | 20 | Options |
| AHL3503 | Translation in Practice | 20 |
| AHL3504 | Audiovisual Translation | 20 |
| AHL3505 | Language of Humour | 20 |
| AHL3506 | Multilingualism | 20 |
| AHL3507 | Language and Power | 20 |
| AHL3508 | Child Language Acquisition | 20 |
| AHL3509 | Face and Politeness | 20 |
| AHL3512 | Forensic Phonetics and Forensic Linguistics | 20 |

\*You may only choose ONE modern language option module per year

Part-time students take modules from the above levels (foundation, intermediate and honours) over more than one year. Thus, for example, foundation modules may be taken over two years (e.g. Introduction to Descriptive Linguistics, Approaches to Language Study and Introduction to Stylistics could be taken in year one; History of English and two foundation optional modules could be taken in year two). The choice and order of modules (at any of the three levels) depends on student preference, availability of modules and time taken to complete the degree.

Awards under this programme are as follows:

120 credits = Certificate of Higher Education in Linguistics

240 credits = Diploma of Higher Education in Linguistics

300 credits = BA Linguistics

360 credits – BA (Hons) Linguistics

480 credits = BA (Hons) Linguistics (Sandwich) (of which must include 120 credits from the placement year).

**14. 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.

14.4 Work based learning is the basis of the strategy for degree courses so students spend 180 hours in work placement. 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 normally supported through the personal tutor system. PDP also provides a means 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 details.)

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.

**15. 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:

 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 Level**

**15.3.1** 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.

**15.3.2** In 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 Course Level**

At course level support is provided by:

* + 1. **Personal 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.

* + 1. **Module Leader**

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

* + 1. **Course Leader**

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

**15.4.4** **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.

 **15.4.5 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 1), 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.
* Opportunities for Erasmus exchanges with a number of European countries. Working alongside incoming Erasmus 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/mhm/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** 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
* 128 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 which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/qualityassurance/>

**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’ on the Registry website as follows:

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

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

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

**19. Indicators of Quality and Standards**

**19.1** This course specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of 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>

**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 Individual Learning Profile (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 Erasmus exchanges with a number of European countries. Working alongside incoming Erasmus and other international students.

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

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| **TERM 1** |
| **Week** |  | **Talk** |  |
| **2** |  | **Academic writing workshop** |  |
| **3** |  | **Referencing workshop** |  |
| **4** |  | **Language in the Workplace 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** |  |

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| **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 mapped against modules**

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

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| FOUNDATION LEVEL |
| **Module Titles** | AFL1501Intro to Descriptive Linguistics | AFL1502 Approaches to Lang Study | AFL1503 Intro to Stylistics | AFL1504 History of English | AFL1505 Intro to Intercultural Communication | AFL1507 Sociolinguistics |
| Critical Thinking |  | TT, P |  | A | TT | TT P A |
| Self reflection |  | TT, P, A |  |  | TT | TT P A |
| Note-making skills |  | TT |  |  |  | LS TAS |
| Oral communication |  | TT, TAS, P |  |  |  |  |
| Formal writing skills | A |  | TT/A/P | A |  | TT P A |
| Interpersonal skills | P | TAS, TT, P |  |  |  |  |
| Identifying and solving problems |  |  |  | P | TT | TT P |
| Leadership |  | TAS, TT, P |  |  |  |  |
| Teamwork |  |  |  |  | P |  |
| Organisation |  |  |  | TT, A | P | TAS |
| Producing an argument |  |  |  |  | P | TT P A |
| Referencing |  |  | TT/A/P | TT, A | TT | TT P A |
| Information literacy | P | LS  |  | TT, P, A | TT | LS |
| Computer literacy |  |  |  | P | TAS |  |

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** | AIL2502 Field Linguistics | AIL2503 Lang in the Workplace | AIL2509 Phon and Phon | AIL2511Syntax | AIL2505 Conversation Analysis |
| Critical Thinking | A |  | A | TT, P, A |  |
| Self reflection |  | TT , P, A, CS |  |  |  |
| Note-making skills |  |  |  | P |  |
| Oral communication |  | A  |  |  |  |
| Formal writing skills | A |  | A | P, A |  |
| Interpersonal skills | P | P, TT  |  |  |  |
| Identifying and solving problems | A, TT | P, TT, CS | A, TT | TT, P, A | TT, P, A |
| Leadership |  | P,TT |  |  |  |
| Teamwork | A | P, TT |  |  |  |
| Organisation | P | P,  |  |  | TT, A |
| Producing an argument | A, TT |  | A, TT | TT, P, A |  |
| Referencing |  | A |  |  |  |
| Information literacy |  |  |  |  |  |
| 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

CS = Input from careers staff

|  |
| --- |
| INTERMEDIATE LEVEL (contd.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Titles** | AIL2506 Stylistics | AIL2507 Corpus Linguistics | AIL2508 Pragmatics | AIL2510 Intercultural Com | AIL2504 Communication Across Culture |
| Critical Thinking | TT/A/P | TT, A | TT P A | P | P A |
| Self reflection |  |  | TT P | P | TT P  |
| Note-making skills |  |  | P | TT |  |
| Oral communication |  | P |  | TTA | P |
| Formal writing skills | TT/A/P | A | P A | TTA | P A |
| Interpersonal skills |  |  |  | P | P |
| Identifying and solving problems |  | P | TT P A | P |  |
| Leadership |  |  |  |  |  |
| Teamwork |  |  |  | P |  |
| Organisation |  | TT, A |  | P |  |
| Producing an argument | TT/A/P | A |  | TT | TT P A |
| Referencing | TT/A/P | A | P A |  | P A |
| Information literacy |  | TT, P, A |  | P |  |
| Computer literacy |  | TT, P, A |  | P |  |

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

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| --- |
| HONOURS LEVEL  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Titles** | AHL3501 Dissertation | AHL3504 Audio-visual Translation | AHL3510 Cross Cultural Com | AHL3502 Relations Across Culture | AHL3509 Face and Politeness | AHL3512Forensic Phon & Linguistics |
| Critical Thinking | TT,A,P | A | TT P A | TT | TT P A | TT, A, P |
| Self reflection | TT,/ A,/ P | TT, A | TT P | TT | TT P  |  |
| Note-making skills |  |  |  |  |  |  |
| Oral communication | TT , A , P |  | P |  |  |  |
| Formal writing skills | TT, A , P | P, A | TT P A |  | P A | A, P |
| Interpersonal skills |  |  |  |  |  |  |
| Identifying and solving problems |  | TT, P |  | TT | P A | TT, A, P |
| Leadership |  |  |  |  |  |  |
| Teamwork |  |  |  |  |  | P |
| Organisation | TT, P | P, A |  |  |  |  |
| Producing an argument | TT , A , P | TT, P, A | TT P A | A | TT P A | A, P |
| Referencing | TT, A , P | A | P A | A | TT, P A |  |
| Information literacy | TT,A,P | TT, P, A |  | A |  | A, P |
| Computer literacy |  | TT, P, A |  |  |  | P |

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

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| --- |
| HONOURS LEVEL (contd.) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Titles** | AHL3503 Translation in Practice | AHL3504 Audio-visual Translation | AHL3505 Language of Humour | AHL3506 Multilingualism | AHL3507 Language and Power | AHL3508 Child LanguageAcquistion |
| Critical Thinking | A,  | A | TT, A, P | A, | TT, P, A | A,P, TT |
| Self reflection | TT, A  | TT, A |  |  |  |  |
| Note-making skills |  |  |  |  |  |  |
| Oral communication |  |  | TT, P |  |  | P |
| Formal writing skills | A,  | P, A | TT, A | A, |  | A, P, TT |
| Interpersonal skills |  |  |  |  |  |  |
| Identifying and solving problems | A,  | TT, P |  |  |  | A, P, TT |
| Leadership |  |  |  |  |  |  |
| Teamwork |  |  |  |  |  |  |
| Organisation |  | P, A |  |  |  |  |
| Producing an argument |  | TT, P, A |  |  |  | A, P |
| Referencing | TT, A | TT, A | TT, A | A |  |  |
| Information literacy |  | TT, P, A | TT,P,A |  | TT, P, A |  |
| Computer literacy | TT | TT, P, A |  |  |  | P, A |

TT = Taught by module tutor

A = Assessed

TAS = Taught by Academic Skills Staff

P = Practised

LS = Input from library staff

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| MODERN LANGUAGES MODULES |

|  |  |  |
| --- | --- | --- |
| **Module Titles** | **Module** **AFP/AIP1314**  | **Module** **AFP/AIP1324** |
| Critical Thinking | P | P |
| Self reflection | P | P |
| Note-making skills | TT | TT |
| Oral communication | TT, A | TT, A |
| Formal writing skills | TT, A | TT, A |
| Interpersonal skills | P, A | P |
| Identifying and solving problems | P | P |
| Leadership |  |  |
| Teamwork | P | P |
| Organisation | P | P |
| Producing an argument | TT | TT |
| Referencing | TT |  |
| Information literacy | P | P |
| Computer literacy | P | P |

**Appendix 3**

**Mapping Course Learning Outcomes onto core and compulsory Modules**

FOUNDATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intro to Descriptive linguistics** | **Approaches to the study of language** | **Sociolinguistics** | **Stylistics** |
|  | **AFL1501** | **AFL1502** | **AFL1507** | **AFL1503** |
| 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. |   |   |   |  |

INTERMEDIATE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lang in the workplace** | **Phonetics and Phonology** | **Syntax** | **Field Linguistics** | **YEAR 3 PLACEMENT** |
|  | **AIL2503** | **AIL2509** | **AIL2511** | **AIL2502** | **ASX0001** |
| Knowledge and understanding |  |  |  |  |  |
| 1. |   | ✓ |  ✓ | ✓ |  |
| 2. |  | ✓ |  ✓ | ✓ |  |
| 3. |  ✓ |  |  | ✓ | ✓ |
| Skills and other attributes |  |  |  |  |  |
| 1. |  ✓ |  ✓ |  ✓ |  ✓ |  |
| 2. |   | ✓ |  ✓ |  |  |
| 3. |  ✓ |  |  | ✓ |  |
| 4. |  ✓ |  |  | ✓ |  |
| 5. |  ✓ |  |  | ✓ |  |
| Professional practical skills |  |  |  |  |  |
| 1. |  ✓ |  |  | ✓ |  |
| 2. |   | ✓ |  ✓ | ✓ |  |
| 3. |  ✓ |  |  | ✓ |  |
| 4. |  ✓  |  |  | ✓ |  |
| 5. |  ✓ | ✓ |  ✓ | ✓ |  |
| Transferable/ key skills |  |  |  |  |  |
|  | ✓ |  |  | ✓ |  |
|  | ✓  |  |  | ✓ |  |
|  | ✓ |  |  | ✓ |  |
|  | ✓ |  |  | ✓ |  |
|  | ✓  |  |  |  | ✓ |
|  |   |  |  |  | ✓ |

HONOURS

|  |  |
| --- | --- |
|  | **Dissertation in English Language and Linguistics** |
|  | **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. |  ✓ |

**Appendix 4**

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

|  |  |
| --- | --- |
|  | **Learning Outcomes** |
| **Benchmark Standards for Linguistics 2007** | **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 both an appreciation of the nature of theory and what constitutes an explanation and an understanding of the criteria for evaluating alternative theories and explanations | **✓** | **✓** | **✓** | **✓** | **✓** |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |
| specify, illustrate and apply appropriately to new data the core analytical concepts relevant to each area of analysis | **✓** | **✓** |  |  |  |  |  |  |  |  |  | **✓** | **✓** |  |  |  |  |  |
| describe, apply and revise the central components of any one formal model in a given area of analysis | **✓** | **✓** |  |  |  |  |  |  |  |  |  | **✓** |  |  |  |  |  |  |
| demonstrate an understanding of alternative analyses of a given data set and an ability to develop informed evaluations of the alternative analyses |  | **✓** | **✓** | **✓** | **✓** |  |  |  | **✓** | **✓** |  | **✓** | **✓** |  |  |  |  |  |
| describe, appropriately, evaluate and correctly use with minimum supervision the relevant basic techniques for collecting and analysing data. | **✓** |  | **✓** | **✓** |  |  | **✓** |  | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |
| identify and discuss the technical issues involved in the collection of reliable data | **✓** | **✓** | **✓** |  |  | **✓** |  |  |  |  |  |  |  |  |  |  |  |  |
| recognise and evaluate the ethical issues involved in the collection of data from informants in the field or from subjects in the experimental laboratory |  |  | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| apply, with minimum guidance, and appropriately evaluate the results of techniques, such as the: eliciting of data by questionnaire; recording of word-lists, read passages and conversation; collection of data by the participant-observer method; investigation of articulatory phenomena by laboratory techniques; designing and administering of laboratory experiments for the investigation of language processing; organising and exploitation of electronic databases using the procedures of corpus linguistics; analysis of written and spoken text; analysis of spoken interaction. | **✓** | **✓** | **✓** |  |  |  |  |  | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |
| demonstrate an understanding of the issues involved in the basic techniques of data analysis, such as distributional criteria; spectrographic analysis; the use of IT tools for the investigation of electronic databases; the use of computer packages for the analysis of acoustic phenomena; the use of laboratory techniques for the investigation of articulatory phenomena; the choice of appropriate statistical tests; the use of video and audio material in the analysis of spoken interaction. |  | **✓** | **✓** |  |  |  |  |  | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |
| apply the techniques listed above, with minimum guidance |  | **✓** | **✓** |  |  |  |  |  | **✓** |  |  | **✓** | **✓** |  |  |  |  |  |
| demonstrate understanding of data and analyses presented by means of graphs (including tree diagrams), tables, matrices and other diagrams and present data appropriately by these means with minimum 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 issues and problems and to determine and collect the type of data relevant to their solution |  | **✓** | **✓** | **✓** |  | **✓** |  |  |  | **✓** |  | **✓** |  |  |  |  |  |  |
| follow and develop coherent arguments, and recognise and give a critique of flaws in arguments |  |  |  | **✓** | **✓** |  |  |  | **✓** | **✓** |  | **✓** |  |  |  |  |  |  |
| cite evidence appropriately and seek out and deploy relevant data for the solution of analytical problems |  |  |  | **✓** |  | **✓** |  |  | **✓** |  |  | **✓** |  |  |  |  |  |  |
| demonstrate an understanding and engage in critical discussion of the relationship between social, educational and cultural issues and such topics as the analysis of spoken and written text, the analysis of sentences and clauses, the analysis of vocabulary, the study of standard and non-standard language and the processes of standardisation, the analysis of spoken interaction, the investigation of literacy practices. | **✓** |  | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** |  | **✓** |  |  |  |  |  |  |
| with minimum supervision, plan, design and execute a piece of research or an inquiry, either as a member of a group or independently |  |  |  | **✓** |  | **✓** |  | **✓** | **✓** | **✓** |  |  | **✓** | **✓** | **✓** | **✓** |  |  |
| engage in scholarly debate, effectively to communicate ideas about language in writing or by oral presentation using all appropriate aids, and on the basis of advanced literacy skills independently to create complex written documents as required by industry and commerce, the public services and the world of education |  |  |  | **✓** | **✓** | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| search out information stored on paper, electronically (computerised databases or recordings) or visually (videos) and produce a succinct, coherent and persuasive synthesis with appropriate acknowledgments and lists of sources |  |  |  | **✓** |  |  | **✓** |  |  |  |  | **✓** | **✓** |  |  |  |  |  |
| present a focused, directed and clear discussion based on information collected from various sources and synthesised into a coherent and cohesive whole |  |  |  | **✓** |  |  | **✓** |  | **✓** | **✓** |  |  |  |  |  |  |  |  |
| use IT skills to communicate by email, find and lodge information on the internet, and search effectively electronic databases and store the results of such searches, to produce well-organised electronic documents |  |  |  |  |  |  | **✓** |  |  |  |  | **✓** |  |  |  |  |  |  |
| independently, interpret, evaluate and exploit information presented in the form of diagrams, tables and graphs and to write competent reports on the information |  |  |  | **✓** | **✓** | **✓** | **✓** |  | **✓** |  |  | **✓** |  | **✓** |  |  |  |  |
| independently, undertake self-directed study and learning, with appropriate time management. |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  | **✓** |  | **✓** | **✓** | **✓** | **✓** |

**Appendix 5 MODERN LANGUAGE OPTION MODULES**

*Please consult Dr Malcolm Pollard to discuss your choice of module as not all the modules run every year.*

*All the modern language modules are worth 20 credits.*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***FRENCH*** |
| [AFF1011](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFF1011_4.DOC) | AIF1011 | n/a | FRENCH LANGUAGE: BREAKTHROUGH |
| AFF1021 | AIF1021 | AHF1021 | FRENCH LANGUAGE: BREAKTHROUGH PLUS |
| [AFF1112](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFF1112_4.DOC) | AIF1112 | AHF1112 | FRENCH LANGUAGE: USES OF FRENCH |
| [AFF1213](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFF1213_4.DOC) | AIF1213 | AHF1213 | FRENCH LANGUAGE IN CONTEXT: STUDIES |
| [AFF1223](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFF1223_3.DOC) | AIF1223 | AHF1223 | PRACTICAL FRENCH: UNDERSTANDING FRENCH |
| [AFF1314](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFF1314_4.DOC) | AIF1314 | AHF1314 | FRENCH LANGUAGE IN CONTEXT: FURTHER STUDIES |
| [AFF1324](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFF1324_4.DOC) | AIF1324 | AHF1324 | PRACTICAL FRENCH: APPLIED |
| n/a | AIF2315 | AHF2315 | FRENCH LANGUAGE IN CONTEXT: COMPARATIVE STUDIES |
| n/a | AIF2325 | AHF2325 | PRACTICAL FRENCH: TOWARDS PROFICIENCY |
| n/a | AIF2335 | AHF2335 | PRACTICAL FRENCH: PROFICIENCY |
| n/a | n/a | AHF3316 | FRENCH LANGUAGE IN CONTEXT: HIGHER STUDIES |
| n/a | n/a | AHF3326 | PRACTICAL FRENCH: TOWARDS MASTERY |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***GERMAN*** |
| [AFG1011](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFG1011_4.DOC) | AIG1011 | n/a | GERMAN LANGUAGE: BREAKTHROUGH |
| AFG1021 | AIG1021 | AHG1021 | GERMAN LANGUAGE: BREAKTHROUGH PLUS |
| [AFG1112](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFG1112_4.DOC) | AIG1112 | AHG1112 | GERMAN LANGUAGE: USES OF GERMAN |
| [AFG1213](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFG1213_4.DOC) | AIG1213 | AHG1213 | GERMAN LANGUAGE IN CONTEXT: STUDIES |
| [AFG1223](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFG1223_3.DOC) | AIG1223 | AHG1223 | PRACTICAL GERMAN: UNDERSTANDING GERMAN |
| [AFG1314](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFG1314_4.DOC) | AIG1314 | AHG1314 | GERMAN LANUAGE IN CONTEXT: FURTHER STUDIES |
| [AFG1324](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFG1324_4.DOC) | AIG1324 | AHG1324 | PRACTICAL GERMAN: APPLIED |
| n/a | AIG2315 | AHG2315 | GERMAN LANGUAGE IN CONTEXT: COMPARATIVE STUDIES |
| n/a | AIG2325 | AHG2325 | PRACTICAL GERMAN: TOWARDS PROFICIENCY |
| n/a | AIG2335 | AHG2335 | PRACTICAL GERMAN: PROFICIENCY |
| n/a | n/a | AHG3316 | GERMAN LANGUAGE IN CONTEXT: HIGHER STUDIES |
| n/a | n/a | AHG3326 | PRACTICAL GERMAN: TOWARDS MASTERY |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***ITALIAN*** |
| [AFI 1011](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFI1011_4.DOC) | AII 1011 | n/a | ITALIAN LANGUAGE: BREAKTHROUGH |
| AFI 1021 | AII 1021 | AHI1021 | ITALIAN LANGUAGE: BREAKTHROUGH PLUS |
| [AFI 1112](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFI1112_3.DOC) | AII 1112 | AHI 1112 | ITALIAN LANGUAGE: USES OF ITALIAN |
| AFI 1213 | AII 1213 | AHI 1213 | ITALIAN LANGUAGE IN CONTEXT: STUDIES |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***JAPANESE*** |
| [AFJ1011](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFJ1011_4_.DOC) | AIJ1011 | n/a | JAPANESE LANGUAGE: BREAKTHROUGH |
| [AFJ1112](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFJ1112_1_.DOC) | AIJ1112 | AHJ1112 | JAPANESE LANGUAGE: USES OF JAPANESE |
| AFJ1213 | AIJ1213 | AHJ1213 | JAPANESE LANGUAGE (LEVEL 3) |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***CHINESE*** |
| [AFL1011](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFL1011_2.DOC) | AIL1011 | n/a | CHINESE LANGUAGE: BREAKTHROUGH |
| AFL1021 | AIL1021 | AHL1021 | CHINESE LANGUAGE: BUSINESS & CULTURE 1 |
| AFL1112 | AIL1112 | AHL1112 | CHINESE LANGUAGE: USES OF CHINESE |
| AFL1122 | AIL1122 | AHL1122 | CHINESE LANGUAGE: BUSINESS & CULTURE 2 |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***PROFESSIONAL ENGLISH*** |
| AFP1314 | AIP1314 | AHP1314 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: FURTHER STUDIES |
| [AFP1324](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFP1324.DOC) | AIP1324 | AHP1324 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: APPLIED |
| AFP1334 | AIP1334 | AHP1334 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: ADVANCED |
| AFP2315 | AIP2315 | AHP2315 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: COMPARATIVE STUDIES |
| n/a | AIP2325 | AHP2325 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: TOWARDS PROFICIENCY |
|  | AIP3316 | AHP3316 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: HIGHER STUDIES |
|  |  | AHP3326 | PROFESSIONAL ENGLISH AS A FOREIGN LANGUAGE: TOWARDS MASTERY |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***SPANISH*** |
| [AFS1011](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1011_4.DOC) | AIS1011 | n/a | SPANISH LANGUAGE: BREAKTHROUGH |
| AFS1021 | AIS1021 | AHS1021 | SPANISH LANGUAGE: BREAKTHROUGH PLUS |
| [AFS1112](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1112_4.DOC) | AIS1112 | AHS1112 | SPANISH LANGUAGE: USES OF SPANISH |
| [AFS1213](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1213_4.DOC) | AIS1213 | AHS1213 | SPANISH LANGUAGE IN CONTEXT: STUDIES |
| [AFS1223](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1223_3.DOC) | AIS1223 | AHS1223 | PRACTICAL SPANISH: UNDERSTANDING SPANISH |
| [AFS1314](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1314_4.DOC) | AIS1314 | AHS1314 | SPANISH LANUAGE IN CONTEXT: FURTHER STUDIES |
| [AFS1324](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1324_4.DOC) | AIS1324 | AHS1324 | PRACTICAL SPANISH: APPLIED |
| [AFS1334](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFS1334_1.DOC) | AIS1334 | AHS1334 | SPANISH PROJECT: ADVANCED |
| n/a | AIS2315 | AHS2315 | SPANISH LANGUAGE IN CONTEXT: COMPARATIVE STUDIES |
| n/a | AIS2325 | AHS2325 | PRACTICAL SPANISH: TOWARDS PROFICIENCY |
| n/a | n/a | AHS3316 | SPANISH LANGUAGE IN CONTEXT: HIGHER STUDIES |
| n/a | n/a | AHS3326 | PRACTICAL SPANISH: TOWARDS MASTERY |
| n/a | n/a | AHS3346 | SPANISH VARIATIONS: HIGHER STUDIES |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***INTERPRETING*** |
| [AFT1040](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFT1040.DOC) | n/a | n/a | AN INTRODUCTION TO INTERPRETING |
| [AFT1140](file:///M%3A%5C3.%20Module%20documents%20%28approved%29%5C2.5%20Languages%5CAFT1140.DOC) | n/a | n/a | INTERPRETING AND TRANSLATING IN PRACTICE |
| ***Foundation*** | ***Inter*** | ***Honours*** | ***GENERIC PROJECT MODULES*** |
| AFL1334 | AIL1334 | AHL1334 | LANGUAGE PROJECT: ADVANCED |
| n/a | AIL2335 | AHL2335 | LANGUAGE PROJECT: PROFICIENCY |
| n/a | n/a | AHL3336 | LANGUAGE PROJECT: MASTERY  |

**Appendix 6: Indicative Assessment Schedule**

S= summative. E = essay, Pr = project, P = presentation, GP = group presentation, C = commentary, A = analysis , AU = aural ,

O = oral , W/R = writing/reading, B = blog

Modern Foreign Language assessment is regular and more frequent than other modules and is not shown here.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AFL1501 Intro to Descriptive Linguistics |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  | S1aA |  | .. | .. | .. | .. | .. | S1bA |  |  |  | S2, Exam |
| AFL1502 Approaches study of language |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S1, P | S2, Exam |
| AFL1503 Intro to Stylistics |  |  |  |  |  |  |  | F |  |  |  |  |  | S1 A |  |  |  |  |  |  |  |  |  |  |  | S2 A |
| AFL1504 History of English |  |  |  |  |  | F |  |  |  |  |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  |  | S2 A |
| AFL1505 Intro to Intercultural. Comm |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  |  |  |  | S1 E |  |  |  |  |  |  |  | S2 Pr |
| AFL1507 Sociolinguistics |  |  |  |  |  |  |  |  |  |  | F |  |  |  |  |  |  |  |  |  |  |  | S1 Pr |  |  | S2 Exam |
| **Intermediate:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AIL2502 Field Linguistics |  | (F) | .. | .. | .. | .. | .. |  |  |  |  | S1Pr |  |  |  |  |  |  |  |  |  |  |  |  | S2 Pr |  |
| AIL2503 Language in the workplace |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S1 B |  |  S2 P |
| AIL2504 Comm across cultures |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  |  |  | S1 E |  |  |  |  |  |  |  |  |  | S2 E |
| AIL2505 Conv. Analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S1 A |  |  |  |  |  |  |  | S2 Pr |
| AIL2506 Stylistics |  |  |  |  |  |  | F |  |  | S1 A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S2,Pr |
| AIL2507 Corpus Ling. |  |  |  |  |  |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S2 Pr |
| AIL2508 Pragmatics |  |  |  |  | (F) | .. | .. | .. | .. | .. |  |  |  |  |  |  |  |  | S1 A |  |  |  |  |  |  | S2 Exam |
| AIL2509 Phon & Phon |  |  |  |  |  |  |  |  |  |  |  |  |  | S1 A |  |  |  |  |  |  |  |  |  |  | S2Pr |  |
| AIP1324 Prof English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Au |  |  |  | O |  |  |  | W/R |  |  |
| AIL2511 Syntax |  | (F) | .. | .. | .. | .. | .. | .. |  |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  |  |  | S2 Exam |
| **Honours:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHL3501 Dissertation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Pr |  |  |  | P |
| AHL3503 Translation in practice |  |  |  |  |  |  |  |  |  | F |  |  |  |  |  |  | S1E |  |  |  |  |  |  |  |  | S2, Exam |
| AHL3504 Audio visual translation |  |  |  |  |  |  |  |  | F |  |  |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  | S2 Pr |
| AHL3505 Language of Humour |  |  |  |  |  |  |  |  |  |  |  |  |  | F, Pres |  |  |  | S1 A |  |  |  |  |  |  |  | S2 E |
| AHL3506 Multilingualism |  |  |  |  |  |  |  |  | F |  |  |  |  |  |  |  |  |  | S1E |  |  |  |  |  | S2Pr |  |
| AHL3507 Language and Power |  |  |  |  |  |  |  |  |  | F |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  |  | S2 Pr |
| AHL3508 Child Language |  |  |  |  |  |  | F |  |  |  |  |  |  |  | S1 E |  |  |  |  |  |  |  |  |  |  | S2 E |
| AHL3509 Face and Politeness |  |  |  |  |  |  |  |  |  |  | F |  |  |  |  |  | S1 A |  |  |  |  |  |  |  |  | S2 E |
| AHL3512 Forensic Phonetics & Forensic Linguistics  |  |  |  |  |  | F |  |  |  |  |  |  | S1 Pr/A |  |  |  |  | F |  |  |  |  |  |  |  | S2 Pr/A |