UNIVERSITY OF LEICESTER

1. **Programme Title(s):**

   MA in English Language and Linguistics
   Postgraduate Diploma in English Language and Linguistics*
   Postgraduate Certificate in English Language and Linguistics*
   *Available as an Exit award ONLY

2. **Awarding body or institution: University of Leicester**

3. **a) Mode of study Full-time and Part-time**

   b) Type of study Campus-based

4. **Registration periods:**

   Full Time
   The normal period of registration is 12 months
   The maximum period of registration is 24 months

   Part Time
   The normal period of registration is 24 months
   The maximum period of registration is 48 months

5. **Typical entry requirements:**

   2.1 degree, or equivalent, in Linguistics, English Language, English Literature and Language, or other relevant discipline. IELTS 6.5 (with a minimum of 6 in Writing). IELTS 6 will be considered, but any offer would be conditional upon passing the University of Leicester's 6-week pre-sessional course at the English Language Teaching Unit. International Students will be strongly encouraged to take the ELTU's 3-week Study Skills programme (www2.le.ac.uk/offices/eltu/presessional/skills).

6. **Accreditation of Prior Learning:**
   No accreditation of prior learning is currently recognised on this programme.

7. **Programme aims:**

   The programme aims to provide learners with
   - A well-structured knowledge base concerning the systematic study of English Linguistics. This incorporates current synchronic and diachronic perspectives.
   - The opportunity to develop advanced communication skills.
   - Skills in the collection, analysis and evaluation of data of many kinds and from many sources which are then presented and used effectively in response to research questions.
   - Appropriate research-based skills (intellectual and practical) to enable them to conduct independent research projects.
   - An independent approach to learning, in which learners become increasingly responsible for organising their own study and formulating individual research questions.
   - Opportunities for critical reflection, both regarding the knowledge and understanding gained and the student's own learning and communication skills.

8. Reference points used to inform the programme specification:

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- QAA Benchmarking Statement for Linguistics http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Linguistics.pdf
- Benchmark statement for English http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf
- UK Quality Code for Higher Education
- University Learning Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
(1) phonetic transcription and phonology of English, (2) morphology and syntax of English, (3) semantics, (4) lexicology and lexicography, (5) theories and models used for analysing spoken discourse (including pragmatics), (6) theoretical models used for analysing narrative texts, (7) variation in language use according to social context, (8) variation in language use according to historical context. (9) the alternative theoretical approaches and explanations available in the areas (1-8). (10) the methodology applied to data collection for subfields (1-8)	Seminars and meetings with personal tutors, private study, dissertation supervision. These face-to-face activities are supported by additional online activities and resources.	Formative assessment is provided for each module as indicated in the T&L methods, including the use of online self and peer assessment tools, along with short formative activities (e.g. a project proposal is one type of formative assessment that has been added to optional modules to assist students with their project preparations). Summative assessment is by examination and a varied range of coursework methods, including: Essays, reports, analytical exercises, research projects. Modules provide a range of assessment types to ensure that analytical and discursive skills are tested as well as knowledge.
Concepts		
Reflect critically on the nature of a theory and what	Seminars and meetings with personal tutors, private study,	As with (6a above), formative assessment (e.g. short discussion,

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
constitutes an explanation; Demonstrate knowledge of the central analytical concepts and methods of enquiry appropriate to the topics described in section 6a; Evaluate the need for a systematic approach to linguistic phenomena and debate how theory helps to organise understanding in the various subfields of English linguistics; Show the relevance of theories and research in other disciplines to past and current work in English linguistics;	dissertation supervision.	commentary on analysis) measures students' intellectual skills. The small scale research projects in the optional modules, report writing and finally the dissertation are all used to assess the testing of hypotheses and interpretation and evaluation of results.
Techniques		
Students will develop experience of the basic techniques for collecting data in the various areas of linguistics, including the creation and exploitation of bodies of data, such as computer language corpora, elicitation tasks, transcription, and questionnaires; use of audio and/or audio-visual materials; They will review and comply with the ethical issues involved in the collection and use of data from informants; Evaluate the technical issues involved in the collection of reliable data; Be able to use the basic techniques for the analysis of data, including corpus-analytic techniques;	Learners are introduced to the techniques and methods employed in data collection for fields (1-8) in section (6a) in the English Language Research Methods module (ELLR) and in the Developing Dissertation skills module. Learners will review existing models by means of case studies, gain experience in collecting samples of data and reflect on the processes involved throughout. The techniques introduced in ELLR are built on incrementally in the activities included in each of the optional modules, reviewed in the preparation resources for the dissertation and culminate in the independent research supervised in the student's dissertation.	Formative assessment includes peer review of data collection techniques; Summative assessment for ELLR includes a portfolio of data collection methods and a reflective summary. Small scale independent research projects are included in the optional modules. Well designed and ethical data collection and analysis is required for the dissertation.
Critical analysis		
Demonstrate the ability to draw conclusions from a set of data and relate this to theory, reflecting on the range of possible interpretations available. Where appropriate, critically	Seminars and meetings with personal tutors, private study, dissertation supervision. These face-to-face activities are supported by additional online activities and resources.	The small scale research projects, report writing and finally the dissertation are all used to assess the testing of hypothesis and interpretation and evaluation of results.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
evaluate such theory and develop alternative models or explanations for their results. Formulate and test hypotheses within the context of existing research. Use their research to develop coherent arguments. Compare, synthesise and evaluate current research in the relevant subfields of linguistics, especially in relation to their own research findings. Engage in critical discussion of the relationship between data analysis, interpretation and contextual influences.		
Presentation		
Present the data collected appropriately using graphs, tables, matrices, diagrams, transcription conventions or other forms of presentation. Employ library, bibliographic and archive resources independently to collect and then use secondary material. Cite references and compile bibliographies correctly.	Learners are introduced to the techniques and methods employed in data collection for fields (1-8) in section (6a) in ELLR. Learners will review existing models by means of case studies, gain experience in collecting samples of data and reflect on the processes involved throughout. The techniques introduced in ELLR are built on incrementally in the activities included in each of the optional modules, reviewed in the preparation resources for the dissertation and culminate in the independent research supervised in the student's dissertation.	Formative Assessment includes peer review of citation through collaborative proof reading exercises; students will also present their work in progress at a research review prior to the final stages of writing up the dissertation. Summative Assessment includes essays, reports, and transcription exercises, where each of the three outcomes are assessed.
Appraisal of evidence		
Students will be able to give the reasons for, and the criteria for evaluating, alternative analyses of a given set of data; They will be able to evaluate the research design of their own work in the context of current research in the field Select and justify their choice of method, data and interpretation	Seminars, meetings with personal tutor, private study, dissertation supervision. These face-to-face activities are supported by additional online activities and resources.	Formative Assessment: Reflective log Commentary on case studies Summative Assessment: Portfolio (ELLR) Essays Research Reports Dissertation proposal Presentation prior to dissertation Dissertation
(b) Transferable skills		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Research skills		
Students will have experience of collecting, analysing and manipulating data of diverse kinds; They will demonstrate competent use of a variety of methods, and assess the advantages and disadvantages of each method; Conduct all work with appropriate consideration of the ethical issues involved in data collection and data storage. Be able to acquire complex information of diverse kinds, from a variety of sources (libraries, WWW, CD-ROMs, corpora, discussions with peers etc). Demonstrate accurate use of the necessary computational tools and software packages wherever appropriate for the analysis of data	Seminars and meetings with personal tutors, private study, dissertation supervision. These face-to-face activities are supported by additional online activities and resources.	Essays, reports, dissertation, presentations (through the assessment students receive feedback on content and skills which will help them in identifying the skills they develop)
Communication skills		
Communicate effectively in writing and speech, and reflect on their communication skills. Be able to use their communication and literacy skills to produce a range of text types.	Seminars and supervisions with dissertation tutor; effective communication skills are included in the ELLR curriculum	Essays, reports, dissertation, presentations
Data presentation		
Abstract, synthesise and present findings from their research clearly, where appropriate using visual, diagrammatic and audio-visual means (including tables, graphs, diagrams, audio files). Use IT skills to present data and research results effectively and ethically.	Presentations of work in progress during seminars and in supervisions with tutor.	Essays, reports, small scale research projects, portfolios, pair/group and individual presentations, development of online archives/resources.
Working relationships		
Be able to work as part of team Contribute to class discussions	Seminars and collaborative online activities	Formative Assessment: Peer review of work (especially in ELLR, but also in optional modules and in the research review prior to

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate skills in giving and responding to constructive feedback Manage relationship with stakeholders where appropriate in developing research projects		dissertation write up), contribution to online collaborative activities Formative Assessment: Group work, discussion, presentation Dissertation
Managing learning		
Students will be able to reflect on and identify their own learning needs Work to deadlines Demonstrate independent thinking and research activity	Seminars and meetings with personal tutors, private study.	Class participation and prompt submission of written work.
Career management		
Identify and participate in opportunities to work with peers and scholars in their field Apply the principles and problem-solving techniques to work-based situations	PG PDP, in consultation with personal tutor.	Structured self-reflection within context of PDP meetings.

10. **Indications of programme quality:**

    Applications for the programme from home and international markets suggest its quality and appeal.

    External Examiners have confirmed that the assessment strategy, standard of achievement, design and delivery of the curriculum are effective and of similar standard to other comparable programmes in the sector.

11. **Scheme of Assessment**

    This programme follows the University's regulations governing taught postgraduate programmes (see Senate Regulation 6)

    Candidates who fail to achieve the requirements for the award of a Masters degree may be considered for the award of Postgraduate Diploma or Postgraduate Certificate, subject to meeting the requirements under the scheme of assessment.

12. **Progression points**

    A Board of Examiners meeting will convene at the conclusion of the taught part of the course, to assess whether students can proceed to the dissertation stage.

    In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

13. **Rules relating to re-sits or re-submissions:**
    As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see Senate Regulation 6)

14. External Examiners
The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#).

Appendix 1: Programme structure (programme regulations)

MA in English Language and Linguistics

Full Time

	Module Code		Module Title	Credits
Compulsory	EN7232		English Language and Linguistics Research Methods	15
	EN7250		Developing Dissertation Skills	15
	EN7312		Grammar Awareness	15
	EN7313		Phonology and Pronunciation	15
	EN7314		Language and Society	15
	EN7315		Discourse Analysis	15

AND

	EN7231	*	Dissertation (English Language and Linguistics)	60

OR

	EN7238	*	Dissertation (English Language and Linguistics)**	90

Optional modules (1 each semester)

	EN7115	Multilingualism (Semester 1)	15
	EN7251	Old English (semester 1)	15
	EN7306	Corpus Linguistics and Language Learning/Teaching (Semester 2)	15
	EN7233	Language, gender and sexuality (semester 2)	15

* Compulsory only for degree of M.A.

Part Time

Year One

	Module Code	Module Title	Credits
Compulsory	EN7232	English Language and Linguistics Research Methods	15
	EN7312	Grammar Awareness	15
	EN7313	Phonology and Pronunciation	15

Optional modules (1 in semester 2)

	EN7239	English in a global context (Semester 2)	15
	EN7233	Language, gender and sexuality	15

Year Two

	Module Code		Module Title	Credits
Compulsory	EN7250		Developing Dissertation Skills	15
	EN7314		Language and Society	15
	EN7315		Discourse Analysis	15
AND				
	EN7231	*	Dissertation (English Language and Linguistics)	60
OR				
	EN7238	*	Dissertation (English Language and Linguistics)**	90
Optional modules (1 in semester 1)				
	EN7115		Multilingualism (Semester 1)	15
	EN7251		Old English (semester 1)	15

  Compulsory only for degree of M.A.

** If the 90 credit dissertation is chosen in place of the 60 credit dissertation, the longer dissertation will replace Grammar Awareness and Phonology and Pronunciation. Students with evidence of background in Grammar and Phonology will be considered for the longer dissertation, however this will require students to complete tests to establish the extent of their knowledge in these fields before being allowed to choose the 90 credit dissertation.

Guided independent study: Indicative activities
MA students are expected to engage in independent study in order to develop their knowledge and skills. Each student might approach this differently and through individual working patterns, but this will include research, reading and writing on the topics covered and in preparation for seminars and assessments. Tutors will offer guidance, for example through reading lists; personal tutor consultations; guidance from seminar tutors; feedback on formative and summative assessments. The way you divide your time will vary according to the time of year.

In teaching semesters, students might find it useful to spend roughly the suggested amount of time on each of these activities:
Seminar preparation (e.g. reading and taking notes on set texts and wider reading; participating in pair/group work; preparation presentations): 60%

Research, reading and writing your assessments 30% (more if you have an assessment due in mid term)

Wider reading thinking ahead to your dissertation 10%

In the Christmas vacation students might be expect to spend roughly the suggested amount of time on each of these activities:
Research, reading and writing your assessments 80%
Reading ahead for next semester's modules 20%

In the Easter vacation students might expect to spend roughly the suggested amount of time on each of these activities:
Research, reading and writing your assessments 80%

Research, reading and planning ahead for your dissertation 20%

While students work on their dissertation, they would expect to spend 100% of their independent study time researching, reading and writing their dissertation, whilst being guided by supervisions with oral and written tutor feedback on their work.

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation