Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>English Language and Linguistics</td>
</tr>
<tr>
<td>Award</td>
<td>MLitt</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty of Arts and Humanities</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>Literature and Languages</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>TXX43-LIN</td>
</tr>
<tr>
<td>Programme Code</td>
<td>TXX43-LIN</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ☒</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☒ On Campus – International ☐ Online ☐ Blended ☐</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☒ January ☐ Other</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>FT - 12 months; PT – 24 months</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td></td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td></td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: Required for programme: No Date of Accreditation: XX / XX / 20XX Date of Renewal: XX / XX / 20XX</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Dr Andrew Smith &amp; Dr Bethan Benwell</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Dr Andrew Smith &amp; Dr Bethan Benwell</td>
</tr>
</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY
This programme offers students the opportunity to study the intricate workings of language and explore its central role in human society. It is centred around the study of the English language, investigating both theoretical approaches to linguistics and their application in a broader cultural context, through a foundational course in the structures of language, complemented by advanced specialist courses allowing students to explore a wide range of detailed topics according to their own interests.

PROGRAMME LEARNING OUTCOMES

Overarching Learning Outcomes
On successful completion of this programme, you should be able to:

1. demonstrate a critical knowledge and understanding of both contemporary linguistic theories and specialist selected areas of study.
2. apply your knowledge and understanding to the analysis of various kinds of linguistic data.
3. plan and manage research projects, including gathering and evaluating information from various sources, and structuring and communicating your ideas effectively and confidently.

WHAT WILL I BE EXPECTED TO ACHIEVE?

Detailed Learning Outcomes
On successful completion of this programme, you should be able to:

Knowledge and Understanding:
1. demonstrate your critical knowledge and understanding of contemporary linguistic theories, including both generative and cognitive approaches to linguistic description, and the contexts in which they arose.
2. demonstrate your extensive, detailed and critical knowledge and understanding of specialist selected areas of study (e.g. Old English, historical, social and regional varieties of English, language and cognition, evolutionary linguistics, corpus linguistics, bilingualism), including critical understanding of research in these areas.
3. demonstrate your knowledge and understanding of other languages and cultures in an international context.
4. reflect a critical awareness of developments in linguistics research, and be able to set them in appropriate context.

Intellectual, Practical and Transferable Skills and other attributes:
1. apply a variety of descriptive linguistic tools to the analysis of language data.
2. apply linguistic theories to selected specialist areas of study.
3. plan and manage research projects under supervision.
4. structure and communicate your ideas effectively, in both spoken and written English, including the ability to create a strong and persuasive argument.
5. gather, evaluate and organise information from multiple sources.
6. engage with other researchers by writing and debating in an informed and insightful way.
7. deliver oral and written presentations confidently and professionally to a variety of audiences.

Values and Attitudes:
1. critical thinking
2. intellectual honesty and rigour
3. research skills to demonstrate independent research potential
4. leadership, responsibility and teamwork.
5. presentation skills, both formal and informal
6. self-motivation and initiative
7. time management and working to deadlines

**HOW WILL I LEARN?**

Teaching will be delivered through a combination of lectures and small group seminars, including student-led discussion of key papers in the specialist modules. Students are expected to take responsibility for their own studies, and a key aim of the learning and teaching strategy is to develop their ability to become experts in their chosen field.

The core modules (Linguistic Structures and Linguistic Contexts) provide a thorough grounding in the structures of language and how language works in various contexts; these are complemented by optional modules which serve to advance the knowledge, understanding and skills introduced in the core modules through their application in specialist areas.

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

*Outline of the assessment methods and approach to be used on the programme.*

**Assessment and Assessment Criteria**

The programme is assessed through coursework of various types, depending on the module. These include, but are not limited to:

- essays;
- descriptive analysis of linguistic data from a range of languages;
- small projects;
- critical reviews of important articles;
- presentations of dissertation and smaller project proposals;
- tests.

The final dissertation enables students to demonstrate their original research skills on a significant, sustained piece of work, on a subject chosen and elaborated by the student in consultation with a member of the staff.

**Feedback on Assessment**

You will receive feedback on coursework within 3 weeks of completion of the assessment, and normally much sooner.

Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; [http://www.stir.ac.uk/academicpolicy/handbook/assessment/](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)

**Assessment Regulations**

*Highlight any exceptions to the assessment regulations for this programme*

N/A

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at: [Postgraduate – Taught](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)

**WHAT WILL I STUDY?**

*Outline Programme Structure*

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff. Where Option Modules are specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below.
# Full Time

Total credit value = 180  
Compulsory credits = 120  
Option credits = 60

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Structures</td>
<td>LINPP07</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Linguistics Contexts</td>
<td>LINPP08</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Training for Masters in the Arts and Humanities</td>
<td>ARTPP02</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Dissertation</td>
<td>ENGPP03</td>
<td>60</td>
<td>Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

### Option Modules

Choose one of the following modules in Autumn (total 20 credits):

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues in Bilingualism</td>
<td>PRMP142</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Historical Linguistics and the History of English</td>
<td>LINPP05</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Grammar for TESOL</td>
<td>TESP004</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
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</table>

Choose two of the following modules in Spring (total 40 credits):

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Cognition</td>
<td>LINPP02</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Old English</td>
<td>LINPP03</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Sociolinguistics: Varieties of English</td>
<td>LINPP04</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Evolutionary Linguistics</td>
<td>LINPP06</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Corpora in English Language Research and Teaching</td>
<td>TESP009</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
</tbody>
</table>

# Part time

### Year 1

Total year 1 credit value = 80  
Compulsory credits = 40  
Optional credits = 40

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Structures</td>
<td>LINPP07</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Linguistic Contexts</td>
<td>LINPP08</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
</tbody>
</table>

### Option Modules

Choose two of the following modules (total 40 credits):

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Cognition</td>
<td>LINPP02</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Old English</td>
<td>LINPP03</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Sociolinguistics: Varieties of English</td>
<td>LINPP04</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Evolutionary Linguistics</td>
<td>LINPP06</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Corpora in English Language Research and Teaching</td>
<td>TESP009</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
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</tbody>
</table>
Part time

Year 2
Total year 2 credit value = 100
Compulsory credits = 80
Optional credits = 20

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for Masters in the Arts and Humanities</td>
<td>ARTPP01</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Dissertation</td>
<td>ENGPP03</td>
<td>60</td>
<td>Spring and Summer</td>
<td>11</td>
</tr>
</tbody>
</table>

Choose one of the following modules in Autumn (total 20 credits):

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues in Bilingualism</td>
<td>PRMP142</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Historical Linguistics and the History of English</td>
<td>LINPP05</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Grammar for TESOL</td>
<td>TESP004</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
</tbody>
</table>

Key Features of the Programme (including what makes it distinctive)

The programme offers an exploration of the intricate workings of language and its central role in human society to students with different levels of experience.

You will investigate theoretical approaches to linguistics and their application in a broader cultural context, and choose from a distinctively wide range of advanced specialist option courses reflecting the research expertise of members of staff from many disciplines.

READING LIST

Preliminary Reading List (before the programme starts)

You are encouraged to read any of a range of popular-science books on language, such as those by David Crystal, Jean Aitchison, Steven Pinker or Guy Deutscher. You will be given detailed set reading lists for each modules at the start of each semester by the module convenors.

Section 3 Student Support

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are important opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

Study Skills Support
The Stirling Graduate School provides learning support for postgraduate students; more information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

The Royal Literary Fellows are professional writers based in the Faculty, who offer individual support and appointments for students to discuss all aspects of their writing, including structuring an argument and
improving style. The sessions are free, confidential and independent of the university.

**Student Learning Services** ([http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. The service may be particularly beneficial in your first two years of study, if you are making the transition from college to Higher Education, or if you have been out of education for some time. We are able to:

- advise you on academic skills relevant to your studies at University;
- help you consolidate your previous learning and develop new learning strategies;
- advise on action-plans to potentially improve grades;
- suggest practical solutions if you feel overwhelmed by assignment work;
- help you gain confidence in the transition to Higher Education.

STEER is a University-wide Student Peer Support Scheme providing Mentors or Buddies for any Undergraduate or Taught Postgraduate student in their first year at the University of Stirling. The scheme aims to help you make the most of your time at the University and enable you to settle in as quickly as possible. More information can be found here: [http://www.steer.stir.ac.uk/index.php](http://www.steer.stir.ac.uk/index.php)

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

**Students’ Union:** you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

**Accessibility and Inclusion**

We are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. We can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)
Section 4 Programme Evaluation and Enhancement

METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Module Evaluation
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

Programme Review
Programmes are reviewed annually and on a 5-yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s)
Name of External Examiner: Dr Marc Alexander
Institution: University of Glasgow

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

What career avenues does this qualification open up to the student?
Postgraduate degrees in English Language and Linguistics are much sought-after by students across the world, providing a grounding in theories and methods essential for a range of research and teaching careers in disciplines including English Studies, Education, English as a Foreign Language and English for Specific Purposes.

Students with postgraduate degrees in English Language and Linguistics are prized for their excellent communication and problem-solving skills, and their ability to analyse and synthesise information rapidly and accurately. They are generally very adaptable and go on to a wide range of careers in all sectors of the economy, such as: private and public sector management and research, marketing and advertising, government administration, journalism, banking and finance, speech therapy.

Former graduates from the programme have gone on to work in linguistics research (e.g. in the healthcare sector and in translation) and to further study (either as PhD students, or on further courses such as Speech Therapy, for which a Masters in Linguistics was a prerequisite).

In a recent report, graduates of English were as likely (if not more) to be in professional or managerial jobs three to three and a half years after graduation than graduates in other subjects (including science and social science subjects). Almost fifty percent of English graduates pursue further education within three years of graduating from their undergraduate degree, often as a route to a professional career, such as teaching or law.

WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
N/A

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
This programme does not have explicit links to specific industry partners.

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

*What programmes of study could the student go on to after successfully completing this one?*

- Doctorate in relevant subject area.
- Specialist Masters programmes (e.g. Speech and Language Therapy)

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

*Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.*

N/A

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### Section 6 Admissions

**HOW DO I ENTER THE PROGRAMME?**

*Admissions Criteria*

**Academic Requirements**

A minimum of a second class Honours degree (2.1 preferred) or equivalent in a relevant subject. Applicants without these formal qualifications but with significant appropriate/relevant work/life experience are encouraged to apply. A sample of work (e.g. English Essay) is required.

**English language requirements**

If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.0 with 5.5 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade C
- Pearson Test of English (Academic): 54 with 51 in each component
- IBT TOEFL: 80 with no subtest less than 17

For more information go to [English language requirements](#). If you don’t meet the required score you may be able to register for one of our pre-sessional English courses. To register you must hold a conditional offer for your course and have an IELTS score 0.5 or 1.0 below the required standard. [View our range of pre-sessional courses](#).