

Programme Title: BA French and Linguistics



## Programme Specification (UG)

Awarding body / institution:	<input type="text" value="Queen Mary University of London"/>
Teaching institution:	<input type="text" value="Queen Mary University of London"/>
Name of final award and programme title:	<input type="text" value="BA French and Linguistics"/>
Name of interim award(s):	<input type="text"/>
Duration of study / period of registration:	<input type="text" value="4 years / 3 years"/>
QMUL programme code / UCAS code(s):	<input type="text" value="RQ11 4 yr / RQAZ 3 yr"/>
QAA Benchmark Group:	<input type="text"/>
FHEQ Level of Award :	<input type="text" value="Level 6"/>
Programme accredited by:	<input type="text"/>
Date Programme Specification approved:	<input type="text"/>
Responsible School / Institute:	<input type="text" value="School of Languages, Linguistics &amp; Film"/>

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

Studying modern languages is about more than vocabulary, grammar and pronunciation: you will also immerse yourself in culture, spend time working or studying abroad and learn to understand the subtleties of communication.

Linguistics looks at the structure and sound systems of language, how grammar and meaning relate, how dialects work. You'll develop systematic ways of understanding how the modern English language works, how it's used and how it changes, looking at situations as diverse as youth language in our multicultural and multilingual cities, or the English used in the media and politics. You'll consider how new technologies shape the form of English and whether the spread of English in the world is changing or even killing other languages.

Each year you follow core language modules in which skills in the understanding and expression of French are developed by a variety of methods. In your first year a foundation module introduces you to linguistics, literature and culture. In your second and final years, for both linguistics and French, you select more specialist modules, to broaden and deepen your knowledge. You can choose to concentrate on a research project in your final year and by the end, you are able to speak French fluently, write analytically in accurate French, interpret and analyse complex texts, present papers on chosen topics, and translate challenging texts. Your third year is normally spent abroad, in France or a French-speaking country. You may be able to choose to study at

another university, or else take up a work placement, for example as a teaching assistant.

## Aims of the programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of French language, literature and culture, as well as contemporary linguistics, including the linguistics of the English language, to a broad constituency of well-qualified students.
2. To impart a high level of linguistic knowledge and skills, both productive and receptive, in the French language, fostering an understanding of the language itself as a rewarding object of study, from the perspectives of linguistics and philology.
3. To give students access to a range of material in the foreign language that is worthy of study either as a product of the culture concerned or in a broader cultural and intellectual perspective, or both. This material can be found in different media (written and visual, such as cinema) and different genres (fiction, theatre, poetry, philosophy and so forth). These aims intertwine, since the broader and deeper the student's knowledge of and skills in the language, the broader and deeper the understanding of the material they can achieve.
4. To encourage engagement with a wide variety of critical and theoretical modes of inquiry, enabling students to develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.
5. To offer knowledge and understanding of the organising principles underlying a) the structure of language (phonetic, phonological, morphological, syntactic and semantic); b) variation and change in the English language; c) the sociocultural and sociolinguistic dimensions of language; d) the psycholinguistic dimension of language.
6. To offer students the opportunity to critically engage with current theoretical perspectives on topics in language and linguistics which are of particular interest to them.
7. To provide students with an opportunity and the necessary analytical skills to investigate for themselves aspects of the modern English language.
8. To enable students to develop independent critical thinking and judgment and to undertake independent research tasks.
9. To develop a range of skills necessary to the effective communication of ideas and arguments.
10. To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; in particular, to develop graduates' capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

## What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

## Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Ability to demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of French. In addition, to evaluate different theoretical perspectives on these concepts.
A 2	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 3	Ability to identify the character of cultural products in French (influence of genre, history and function). In addition, to critically evaluate the character of such cultural products.
A 4	Ability to demonstrate a knowledge of the core linguistic concepts in the study of the English language and evaluate different theoretical perspectives on these concepts.
A 5	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 6	Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.
A 7	Ability to demonstrate a knowledge of appropriate terminology in Linguistics and the English language, and apply the appropriate terminology in discussing Linguistics and describing and analysing the English Language.

Disciplinary Skills - able to:	
B 1	develop advanced oral, written and comprehension skills in the French language, becoming fluent and accurate users of the language in a wide range of domains and registers.
B 2	understand the socio-historical contexts of literary and linguistic aspects of French. In addition, to engage with theoretical models of such contexts.
B 3	construct cogent and sophisticated critical essays with evidence of independent study and initiative.
B 4	formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations.
B 5	bring critical skills to bear on the analysis of texts and other cultural products. In addition, to compare the effectiveness of different critical techniques.
B 6	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.
B 7	identify issues (including ethical issues) in collecting reliable data relevant to the study of linguistics and the English language, and discuss these issues in an informed way.
B 8	collect typical sorts of data, with minimal guidance.
B 9	demonstrate an understanding of the issues involved in data analysis and an ability to use analytical techniques under supervision, evaluate and choose appropriate analytical techniques, and use them with minimal guidance.
B 10	demonstrate an understanding of the issues involved in data analysis and an ability to use analytical techniques under supervision, evaluate and choose appropriate analytical techniques, and use them with minimal guidance.

Attributes:	
C 1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.

C 2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.
C 3	Demonstrate the independent learning ability required for continuing professional development.

### How will you learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School. Teaching will be led by research-oriented staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
- Promote the relationship between staff research, teaching and student learning;
- Expose students to a diverse set of approaches to the study of their subject area;
- Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- Inspire intellectual independence in students;
- Employ a variety of assessment methods;
- Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms, which may include:

- Lectures;
- Seminars, including a variety of group work;
- Small group tutorials;
- Workshops;
- Lab work using multi-media resources;
- Writing intensive courses;
- Field trips;
- Independent work by students, including research, presentations and peer review;
- Individual supervision of projects and dissertations;
- Individual and group feedback on written work.

### How will you be assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used. Language examinations may include oral and aural assessments.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

#### Requirements

Students must take a minimum of 150 credits in French modules and a minimum of 150 credits in Linguistics modules in addition to the Year Abroad assessment over the period of their studies. The Year Abroad is worth 120 credits and is a compulsory and integral part of the degree programme. Exceptionally the School can exempt students from the Year Abroad. These students will submit a change of programme form to change their degree to a 3-year degree. The programme requirements for the 3 year variant are exactly the same as for the 4 year programme but without the Year Abroad requirements.

#### Structure

Year 1 – Level 4

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### Beginner

30 credits FRE4204 Introductory French (core module)  
30 credits SML4006 Culture and Language (compulsory module)  
30 credits LIN4208 Foundations of Language (compulsory module)  
30 credits optional modules to be chosen from LIN-coded modules at level 4

### Post GCSE

30 credits FRE4202 French I Intensive (core module)  
30 credits SML4006 Culture and Language (compulsory module)  
30 credits LIN4208 Foundations of Language (compulsory module)  
30 credits optional modules to be chosen from LIN-coded modules at level 4

### Post A-Level

30 credits FRE4200 French I (core module)  
30 credits SML4006 Culture and Language (compulsory module)  
30 credits LIN4208 Foundations of Language (compulsory module)  
30 credits optional modules to be chosen from LIN-coded modules at level 4

### Requirements for progression to Year 2

To successfully progress from Year 1 to Year 2 students must pass any core module, as well as meet the overall credit requirements for progression under the Academic Regulations which apply to them. Students who have met the credit requirements without the core module are not eligible for progression.

### Year 2 – Level 5

#### Beginner

30 credits FRE5206 French II Intensive (core module)  
15 credits FRE5200 Translation into French (level 5 compulsory module)  
Minimum 45 credits / Maximum 75 credits optional modules to be chosen from LIN-coded modules at level 5  
Minimum 0 credits / Maximum 30 credits optional modules to be chosen from all modules offered in:  
• The School of Languages, Linguistics and Film  
• Queen Mary, University of London  
These credits may be at level 5 or at level 4 or 6 with the agreement of the students' adviser.

#### Post GCSE / Post A-Level

30 credits FRE5202 French II (core module)  
15 credits FRE5200 Translation into French (level 5 compulsory module)  
Minimum 45 credits / Maximum 75 credits optional modules to be chosen from LIN-coded modules at level 5  
Minimum 0 credits / Maximum 30 credits optional modules to be chosen from all modules offered in:  
• The School of Languages, Linguistics and Film  
• Queen Mary, University of London  
These credits may be at level 5 or at level 4 or 6 with the agreement of the students' adviser.

### Progression Requirements to Year Abroad/Final Year

To successfully progress to the Year Abroad (or Final Year for exempted students) students must pass any core module, as well as meet the overall credit requirements for progression under the Academic Regulations which apply to them. Students who have met the credit requirements without the core module are not eligible for progression to Year Abroad or Final Year.

### Year Abroad

120 credits compulsory modules:  
EITHER 120 credits Year Abroad Assessment module OR 2 x 60 credits Semester Abroad Assessment modules

### Progression Requirements to Final Year from Year Abroad

Students must complete the year abroad and required assessment to progress to the final year of the programme. Successful completion of the Year Abroad Assessment is not a hurdle to progression but all marks will count towards degree classification,

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whether pass or fail.

Final Year – Level 6

Beginner/Post GCSE / Post A Level

30 credits FRE6202 French III (core module)

Minimum 15 credits / Maximum 45 credits optional modules to be chosen from FRE-coded modules at level 6. Interdisciplinary SML-coded modules may be counted towards this requirement.

Minimum 45 credits / Maximum 75 credits optional modules to be chosen from LIN-coded modules at level 6

Minimum 0 credits / Maximum 30 credits optional modules to be chosen from all modules offered across QMUL, subject to space available on modules and with the guidance of the students' adviser. These modules may be at level 5 or 6. Students may not take level 4 modules in Final Year.

Requirements for award

Students must pass any final year core module, and meet the overall credit requirements for award under the Academic Regulations which apply to them. Students who have met the credit requirements without the core module are not eligible for award. Credits related to the Year Abroad assessment (as applicable) do not count towards the overall credit requirements for award.

**Academic Year of Study**

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

**What are the entry requirements?**

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

Each school/institute operates an Education Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

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The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

### What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular advice and feedback hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Support Officer in the School of Languages, Linguistics and Film, who works with academic staff to assist students in need of support.

Where appropriate, students will be advised to make use of relevant professional service departments at QMUL, including Disability and Dyslexia, Welfare, and Counselling services.

The School of Languages, Linguistics and Film recognises how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds, and collaborates with QMUL's Thinking Writing team which supports students in the development of their writing skills. QMUL also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

### Programme-specific rules and facts

None

### Specific support for disabled students

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all QMUL students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)

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- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Links with employers, placement opportunities and transferable skills

Graduates from QMUL's School of Languages, Linguistics and Film go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as education and the arts, whilst others transfer skills gained during study into areas such as public relations.

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## Programme Specification Approval

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Person completing Programme Specification:

Andrew Ratajczak

Person responsible for management of programme:

Kathryn Richardson, Head of School

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

January 2024

Date Programme Specification approved by Taught Programmes Board: