



PROGRAMME SPECIFICATION

Programme title:	MA in Linguistics and Graduate Diploma in Linguistics
Final award (BSc, MA etc): (Identify any stopping off points, e.g. Diploma or Certificate)	(i)MA (ii) Diploma
Cohort(s) to which this programme specification is applicable: (i.e. the start date the programme was approved in its current form)	
Awarding institution/body:	University College London, University of London
Teaching institution:	University College London, University of London
Faculty:	Life Sciences
Parent Department: (the department responsible for the administration of the programme)	Phonetics and Linguistics
Other contributing Department(s) or Colleges (if Intercollegiate) : (any other departments involved in teaching aspects of the programme. Please also list the proportion of teaching offered by each department)	Although there are currently no links with other institutions, it may be possible under certain circumstances, and subject to UCL approval, for a student to pursue an optional component externally to UCL. Conversely, it may be possible under certain circumstances, and subject to UCL approval, for a student from another institution to take a component of this MA.
Web page address: (if applicable)	http://www.ucl.ac.uk/prospective-students/graduate-degrees/life-sciences/phonetics-and-linguistics/index.shtml
Method of study: Full-time/Part-time/Other	The programme can be taken either full-time or part-time.
Length of the programme: (please note any periods spent away from UCL, such as study abroad or placements in industry)	One calendar year full-time, two calendar years part-time
Level on Framework for Higher Education Qualifications (FHEQ) (see note 1 of Guidance notes)	M
Relevant subject benchmark statement (SBS) (see note 2 of Guidance notes)	http://www.qaa.ac.uk/cmntwork/benchmark/phase2/linguistics.pdf

Outline of programme structure and its assessment:	<p>The programme consists of four components: syntax, phonetics & phonology, semantics & pragmatics and an option (each component consists of two courses, one in term 1 and one in term 2). The structure is designed to give students a basic understanding of the three core areas of linguistics: phonetics & phonology, syntax, and semantics & pragmatics. Building on this foundation, students will be able use the option component to tailor the programme to meet their personal linguistic interests either by focusing on one particular area, or by diversifying into other branches. This flexibility allows students to spend as much as three fifths or as little as one fifth of their time working in one particular part of the discipline.</p> <p>There is a weekly MA tutorial during terms 1 and 2. [MA only:] During term 3 and the summer the tutorials are replaced by individual supervision sessions</p> <p>The course is assessed through three exams (for syntax, phonetics & phonology and semantics & pragmatics), a portfolio of coursework for the optional component and [MA only:] a dissertation. The exams take place in the summer term (May). The dissertation[MA only:] is written over the summer and submitted by 15 September.</p>
Board of Examiners:	<p>Name of Board of Examiners: MA in Linguistics</p> <p>Name of External Examiner with overview of entire programme: Prof. Noel Burton-Roberts</p>
Professional body accreditation (if applicable):	<p>N/A</p>

EDUCATIONAL AIMS OF THE PROGRAMME		
The programme aims to develop the student's knowledge and understanding of current research in generative syntax and to prepare the student for independent research in this area. On completion of the programme, the student will be able to formulate appropriate research questions, to find and evaluate relevant literature by accessing the wide range of information sources available to academic scholarship, to develop and test new hypotheses, and to produce cogent, structured and professionally presented reports.		
PROGRAMME OUTCOMES		
<i>The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</i>		
Knowledge and understanding		
A Knowledge and understanding of: 1 current issues in theoretical linguistics 2 the key questions that drive current research in syntax, phonetics & phonology and semantics & pragmatics 3 how the various components of human language interact with each other and with other systems of the mind 4 methods and concepts of linguistic analysis	→	Teaching/learning methods and strategies Foundational issues are in all introductory courses (1, 3, 4 and especially 2). All further teaching is based on current research by linguists internal and external to the department (1, 2 and 4), with emphasis on the nature of research questions (2) and how to evaluate relevant literature (4). The interaction of the various components of human language with each other and with other systems of the mind is a fundamental issue in much current research and will feature prominently in all courses (3). [MA only:] Students will be required to carry out a small-scale but serious research project, under intensive supervision. This will enhance their knowledge and understanding of research methods (4).
		Assessment Learning outcomes for 1-4 will be assessed through a combination of examinations, essays and [MA only:] a dissertation.
B: Skills and other attributes		
B Intellectual (thinking) skills - able to: 1 reason critically 2 identify a problem 3 pose a cogent research question 4 exercise independence of thought 5 present a linguistic hypothesis and mount systematic and logical arguments for and against it 6 analyse syntactic, phonological, and semantic structures and manipulate the appropriate symbolic representational systems	→	Teaching/learning methods and strategies Intellectual skills are developed through the teaching and learning programme. Each course, whatever its format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation of linguistic hypotheses and individual feedback for learners on work produced.
		Assessment The assessments employed (exams, essays and dissertation) all place great emphasis on the students' ability to demonstrate the skills in 1-6, either through the production of coherent responses to problems set in an examination or through the demonstration of the ability to sustain systematic and logical arguments for or against a linguistic hypothesis in an essay or [MA only:] the dissertation.

C: Skills and other attributes		
C Practical skills - able to: 1 access the wide range of information sources available to academic scholarship, such as bibliographies, periodicals and on-line resources 2 produce cogent, structured and professionally presented reports 3 give a professional oral presentation 4 manage a project	→	Teaching/learning methods and strategies As students begin the process of 'mining' for information (which will start in term 1 and intensify in terms 2 and 3), they will be made familiar with various relevant information sources, including online resources, such as electronic abstracts services, archives and databases (1). The option components and [MA only:] the dissertation will require students to carry out small-scale but serious research projects, under intensive supervision (1 and 2). In the tutorial sessions, each student will be required to write a number of essays (on which detailed feedback is given) and give an oral presentation (3). [MA only:] The dissertation and its associated research work will give students the opportunity to learn about managing a larger project (4) and producing a well-structured and professionally presented piece of work (2).
		Assessment The oral presentations will not be assessed. Rather the emphasis here will be on practising in a familiar environment and giving formative feedback. Skills 1 and 2 will be an integral part of the assessment of essays and the dissertation. [MA only:] The student's ability to respond to feedback under supervision and manage a project (4) is an integral part of the assessment of the dissertation.
D: Skills and other attributes		
D Transferable skills - able to: 1 communicate effectively 2 present ideas orally and visually 3 use a computer as an investigative tool 4 listen actively 5 take initiative and demonstrate a proactive approach 6 act with independence	→	Teaching/learning methods and strategies In each course, whatever its format, students will participate in the discussion of key issues (1, 2, 4 and 5). The supervision of student research work will be aimed at increasing the student's ability to carry out research independently (5 and 6), to use computers as a research tool (3) and to present ideas orally and visually (2). The intensive supervision of essay and [MA only:]dissertation work will provide students with a high level of feedback.
		Assessment These skills are assessed as an integral component of students' written work, both in exams and in essays and [MA only:] the dissertation.
The following reference points were used in designing the programme: <ul style="list-style-type: none"> the Framework for Higher Education Qualifications (http://www.qaa.ac.uk/crntwork/nqf/ewni2001/contents.htm; the relevant Subject Benchmark Statements (http://www.qaa.ac.uk/crntwork/benchmark/index.htm); the programme specifications for the UCL degree programmes in relevant subjects (where applicable); College teaching and learning policies; Staff research. 		

Please note: This 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 course unit/module can be found in the departmental course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

Programme Organiser(s) Name(s):	Professor Neil Smith	
Signature(s):		
Date of production/revision:	5 May 2004	
Date approved by Head of Department:		Signed:
Date approved by Chair of Departmental Teaching Committee:		Signed:
Date approved by Faculty Teaching Committee:		Signed by Chair: