



## PROGRAMME SPECIFICATION

<b>Programme title:</b>	Linguistics
<b>Final award (BSc, MA etc):</b> (where stopping off points exist they should be detailed here and defined later in the document)	BA (Hons)
<b>UCAS code:</b> (where applicable)	Q100
<b>Cohort(s) to which this programme specification is applicable:</b>	

<b>Awarding institution/body:</b>	University College London, University of London
<b>Teaching institution:</b>	University College London, University of London
<b>Faculty:</b>	Life Sciences
<b>Parent Department:</b> (the department responsible for the administration of the programme)	Phonetics and Linguistics
<b>Web page address:</b> (if applicable)	<a href="http://www.phon.ucl.ac.uk/">http://www.phon.ucl.ac.uk/</a>
<b>Method of study:</b> Full-time/Part-time/Other	Full-time
<b>Length of the programme:</b> (please note any periods spent away from UCL, such as study abroad or placements in industry)	Three years full-time
<b>Level on Framework for Higher Education Qualifications (FHEQ)</b> (see Guidance notes)	H
<b>Relevant subject benchmark statement (SBS)</b> (see Guidance notes)	Linguistics <a href="http://www.qaa.ac.uk/crntwork/benchmark/phase2/linguistics.pdf">http://www.qaa.ac.uk/crntwork/benchmark/phase2/linguistics.pdf</a>
<b>Outline of structure of the programme and its assessment methods:</b>	<a href="http://www.phon.ucl.ac.uk/dept/student_information/degree_structure_files/frame.html">http://www.phon.ucl.ac.uk/dept/student_information/degree_structure_files/frame.html</a>
<b>Board of Examiners:</b>	<b>Name of Board of Examiners:</b> Board of Examiners in Linguistics  <b>Name of External Examiner with overview of entire programme<sup>1</sup>:</b> Dr Billy Clark (Middlesex) and Dr Norval Smith (Amsterdam)
<b>Professional body accreditation</b> (if applicable):	N/A

<sup>1</sup> If there is not currently an External with an overview of the entire programme, please leave this section blank.

**EDUCATIONAL AIMS OF THE PROGRAMME:**

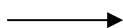
The aim of the BA in Linguistics is to provide a broadly based training in linguistics and phonetics for students, most of whom have little or no prior knowledge of the subjects. At the core are courses about sentence structure (syntax), meaning (semantics and pragmatics) and pronunciation (phonetics and phonology), but students will also have the opportunity to explore other themes, such as language acquisition and language processing.

**PROGRAMME OUTCOMES:**

*The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:*

**A: Knowledge and understanding****A knowledge and understanding of:**

1. the main descriptive and theoretical issues that are debated in linguistics and phonetics
2. how discoveries and theories about speech and language are developed and debated
3. pragmatics, phonetics, phonology and syntax generally and aspects of these in a variety of languages
4. ways in which discoveries and theories about speech and language are developed and debated
5. alternative views on major disputed issues

**Teaching/learning methods and strategies:**

Acquisition of 1-5 is through a combination of lectures, classes and tutorials. Throughout the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

**Assessment:**

Testing of the knowledge base is through a combination of unseen written examinations, assessed coursework in the form of essays, other set assignments, oral examinations and extended essays.

**B: Skills and other attributes****Intellectual (thinking) skills:**

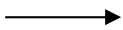
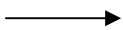
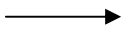
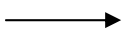
1. reason critically;
2. apply linguistic concepts;
3. identify and solve problems;
4. analyse and interpret;
5. demonstrate and exercise independence of mind and thought
6. discuss varieties of language without prejudice.

**Teaching/learning methods and strategies:**

Intellectual skills are developed through the teaching and learning programme outlined above. Each course, whatever the format of the teaching, involves discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of material, and individual feedback sessions for students on work produced.

**Assessment:**

The variety of assessment methods employed all place great emphasis on the learner's ability to demonstrate skills 1-6 through the production of coherent written and oral responses either to problems or tasks set; all learners produce normally at least one extended essay during their studies which provides a perfect vehicle for the demonstration of these skills.

C: Skills and other attributes		
<b>Practical skills (able to):</b> <ol style="list-style-type: none"> <li>1. transcribe speech phonetically and phonologically</li> <li>2. analyse sentences syntactically</li> <li>3. retrieve, sift and select information from a variety of sources;</li> <li>4. plan, undertake and report on an independent research project;</li> <li>5. apply key methods and concepts of linguistic analysis;</li> <li>6. collect linguistic data and analyse their linguistic features accurately, using appropriate statistics where relevant.</li> </ol>		<b>Teaching/learning methods and strategies:</b> <p>All learners receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Course outlines are provided for each course at the outset, as are guidelines for the production of coursework essays and extended essays. Classes and tutorials encourage students to apply and extend the knowledge and understanding of concepts covered in lectures.</p>
		<b>Assessment:</b> <p>Assessment methods vary from course to course, with each course being assessed separately and during the year in which it is taught. Skills 1 - 6 are thus assessed through a combination of unseen exams, essays, assignments, practical and oral examinations, and a research project.</p>
D: Skills and other attributes		
<b>Transferable skills (able to):</b> <ol style="list-style-type: none"> <li>1. structure and communicate complex ideas effectively both orally and in writing;</li> <li>2. manage time and work to deadlines;</li> <li>3. participate constructively in groups;</li> <li>4. work independently;</li> <li>5. find information;</li> <li>6. use information technology;</li> <li>7. assess the relevance and importance of the ideas of others.</li> </ol>		<b>Teaching/learning methods and strategies:</b> <p>All courses require regular written work, usually in the form of essays, and feedback on this is given to the learner to develop not only their understanding but also their powers of expression (skill 1). Skill 2 is learnt (rather than taught) through the management of time to meet the various and sometimes conflicting deadlines (all notified at the outset of each course) for submission of coursework. Skills 3, 4 and 6 are developed in classes and tutorials, which rely on discussion and interaction. IT skills (5) are largely developed through individual learning.</p>
		<b>Assessment:</b> <p>Understanding and effective communication of ideas (1, 7) is an important criterion in assessing all areas of a learner's work, and this is reflected in feedback on assessed work as well as in the final mark. Skills 4 and 5 are assessed via the extended essays, which, although supervised, are nevertheless the results of independent thought and work/research by the learner. Skills 2 and 3 are not formally assessed although the late submission of essays is penalised. Skill 6 is not formally assessed but essays are expected to be word-processed and much of the communication between staff and students is in an electronic format.</p>

The following reference points were used in designing the programme:

- the Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/crntwork/ngf/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.

<b>Programme Organiser(s) Name(s):</b>		
<b>Signature(s):</b>		
<b>Date of production/revision:</b>		
<b>Date approved by Head of Department:</b>		<b>Signed:</b>
<b>Date approved by Chair of Departmental Teaching Committee:</b>		<b>Signed:</b>
<b>Date approved by Faculty Teaching Committee</b>		<b>Signed by Chair:</b>