**Programme Specification**

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| **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 passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **MA in Linguistics** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent at Canterbury |
| 1. **School responsible for management of the programme** | School of European Culture and Languages |
| 1. **Teaching Site** | Canterbury Campus/ |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **Final Award** | MA in Linguistics (with a PDip fallback award) |
| 1. **Programme** | Linguistics |
| 1. **UCAS Code (or other code)** |  |
| 1. **Credits/ECTS value** | 180 credits (90 ECTS) [120 credits for the fall back award or 60 ECTS] |
| 1. **Study Level** | M level |
| 1. **Relevant QAA subject benchmarking group(s)** | Linguistics; English Language  (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Linguistics07.pdf>) *Note that this benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to M-level study* |
| 1. **Date of ~~production~~/revision** | Spring 2014 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2014 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. To enable students to obtain a postgraduate qualification (MA) in one year, and provide a smooth transition to doctoral work for those who wish to pursue their studies further. 2. To develop a critical awareness of research methodologies in linguistics. 3. To offer a learning experience which is informed by the latest research and scholarship, and which requires students to engage with aspects of the discipline at the frontiers of knowledge. 4. To provide further development of critical, analytical and other transferable skills acquired at first degree level. |

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| 1. **Programme Outcomes**   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Linguistics (SB). | |
| **Knowledge and Understanding** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and Understanding of:** |  |
| 1. Terminology as required for linguistic description (SB: 3.3) and theory and explanation (SB: 4.1). | **Teaching/learning:**  Acquisition of the Outcomes in A and B is achieved through a combination of lectures, tutor-led seminars and tutorials, student-led seminars and problem-based workshops providing the opportunity to engage with linguistic data and theory (SB: 5.3-4). Students will also attend subject-related conferences and talks by visiting speakers. Students will participate in the Postgraduate skills module organized by the Graduate School.  **Assessment:**  Learning is assessed via seminar presentations, essays and other written work (such as linguistic data analysis, commentaries and critiques of primary literature), and dissertation. |
| 1. The interdisciplinary nature of linguistics (SB: 3.2-4; 4.2) |
| 1. The description and organization of sound systems, i.e. phonetics and phonology (SB: 3.5) |
| 1. The structures of individual words and sentences, i.e morphology (SB: 3.6) and syntax (SB: 3.7) |
| 1. The way meanings are generated, i.e. semantics (SB: 3.8) and pragmatics (SB: 3.9). |
| 1. Language varieties, styles and registers (SB 3.12) |
| 1. Language acquisition (SB: 3.16) |
| **Skills and Other Attributes**  **B. Intellectual Skills:** |
| 1. Critical reflection and evaluation of complex material |
| 1. Research methodology: the ability to gather, organize and deploy evidence, data and information from a number of sources. |
| 1. Development of reasoned arguments on the basis of evidence. |
| 1. Synthesizing and summarizing information from a number of sources. |
| 1. Reaching independent judgements about data or theory |
| 1. Identifying and selecting appropriate methodologies for research aims. |
| 1. Understanding of ethical issues in collection, handling and processing of data. |
| **C. Subject-specific Skills:** |  |
| 1. Knowledge and critical understanding of theory and methodology in linguistics, and an ability to apply these independently. (SB: 4.1) | **Teaching/Learning:**  Students achieve the skills in C via the teaching methods outlined above (see A & B), and via independent reading and study, for which they are given support in the form of (a) initial guidance on how to identify, locate and use relevant material in the library and online resources (b) regular one-to-one meetings with and advice from the supervisor (e.g. by email) for dissertations and (c) comprehensive reading lists provided for each module.  **Assessment:**  Oral presentations, essays and other written work (such as linguistic data analysis, commentaries and critiques of primary literature), dissertation. |
| 1. Appropriate presentation of linguistic data using charts, graphs, tables (SB: 4.1) |
| 1. Evaluation and interpretation of linguistic data, in accordance with relevant theories and concepts of the (sub)discipline. (SB: 4.3) |
| 1. Ability to identify linguistically valid arguments, and to distinguish descriptive from prescriptive judgements. |
| **D. Transferable Skills:** |  |
| 1. Oral communication: ability to communicate effectively the results of study to both specialist and non-specialist audiences. (SB: 4.4) | **Teaching/learning:**  The acquisition of transferable skills permeates the content of all the modules to varying extents. Oral and written skills are developed via essays, other written work and oral presentations undertaken individually or in groups. Successful completion of assignments requires attendance ~~and lectures and~~ of seminars and independent research, supported by a supervisor, and demands of a student the ability to synthesize, summarize and analyse information from a variety of sources. Time management skills are reinforced through rigorous enforcement of coursework and dissertation submission deadlines, as per faculty guidelines.  **Assessment**:  Skills 19-24 are assessed continuously via coursework (SB: 5.6-7) and in regular formal/informal feedback to reflect progress. |
| 1. Written communication: ability to communicate clearly and effectively in writing in an appropriate register. (SB: 4.4) |
| 1. IT: high level of competence in information processing using relevant databases and online research. |
| 1. Teamwork: effective interaction within small groups, exercising personal responsibility, appropriate decision-making skills. (SB: 4.4) |
| 1. Time management: effective note-taking, management of own learning, conducting independent research, taking initiative and meeting deadlines. |
| 1. High-level problem-solving skills in a variety of contexts. |
| For more information on which modules provide which skills, see the module mapping | |

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| 1. **Programme Structures and Requirements, Levels, Modules, Credits and Awards** | | | | |
| The MA programme is offered on both a full- and part-time basis. Full-time students complete it in one year and part-time students in two years. The programme offers students with a good honours degree (upper second class or better) or equivalent in a relevant subject the opportunity to develop their knowledge of linguistic theory and methodology. Students are required to take a total of 180 credits. On successful completion of the taught modules (120 credits), students will write a research dissertation (60 credits) on a topic agreed with a supervisor, for which the maximum length is 15,000 words. Following an interim board, successful candidates are permitted to proceed to the dissertation stage of the programme. Students successfully completing 120 credits who do not complete the dissertation will be eligible for the award of Postgraduate Diploma.  The structure of the programme and its component modules are shown below. Note that not all modules are available every year. Details of all modules can be found at [www.kent.ac.uk/secl/ell](http://www.kent.ac.uk/secl/ell).  . | | | | |
| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| ***Required Modules*** | | | | |
| LL838 | Sounds | M | 15 | Autumn |
| LL833 | Structure | M | 15 | Autumn |
| LL832 | Meaning | M | 15 | Autumn |
| LL837 | Research Skills | M | 15 | Autumn |
| LL899 | Research Dissertation | M | 60 | Summer |
| ***Optional Modules (in consultation with the MA convenor, students select four modules from those in the following list that are offered in the year they are taking the MA)*** | | | | |
| LL830 | Quantitative Research Methods | M | 15 | Spring |
| LL819 | Pragmatics | M | 15 | Spring |
| LL845 | Sociolinguistic Theory | M | 15 | Spring |
| LL850 | Literary Stylistics: New Directions | M | 15 | Spring |
| LL836 | English Phonetics | M | 15 | Spring |
| LL846 | Language Typology | M | 15 | Spring |
| LL835 | Language Processing | M | 15 | Spring |
| LL844 | Language in Atypical Circumstances | M | 15 | Spring |
| LL847 | Topics in Syntax | M | 15 | Spring |
| LL849 | Explorations in Spoken French | M | 15 | Spring |
| LL839 | Guided Reading in Linguistics | M | 15 | Autumn and Spring |

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| 1. **Support for Students and their Learning** |
| * School and University induction programme * Departmental Induction * Programme handbooks * Individual module guides * School website * Department website * Academic Adviser * Programme Director * Library induction courses * European and International Office * Director of Year Abroad Programmes (English Language and Linguistics) * Year Abroad Handbook * A Personal Academic Support system, including a personal tutor who is available to provide guidance on academic and pastoral matters * Peer mentor (PhD student in ELL) * Responsible persons in the School of European Culture and Languages who can provide additional help in dealing with academic or personal difficulties * Learning resources including extensive library provision and a high level of student computer provision * Central support services, including the Unit for the Enhancement of Learning and Teaching, Medical Centre, Students’ Union (which has an Advice and Information Service and a Student Development Unit), Careers Advisory Service, Counselling Services, and a Disability Support Unit. * One-to-one tutorials for supervision of research projects in final year * Regular office hours (at least two per week), during which staff may be consulted outside of formal teaching hours. * The MA Programme Director and SECL Director of Graduate Studies are available for consultation about academic and non-academic matters |

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| 1. **Entry Profile**   The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| **Entry Route**  For fuller information, please refer to the University prospectus |
| Candidates for the MA in Linguistics will normally be expected to have a good Honours degree in a relevant subject (upper second class or better), awarded by a British university, or an equivalent qualification from a non-UK institution. They must demonstrate oral and written proficiency in English. International applicants for whom English is not their first language must have IELTS overall 7.0 with at least 6.5 for each component, TOEFL 100 (Internet-based) or 600 (paper-based). |
| **What does this programme have to offer?** |
| * An excellent opportunity to explore the broad spectrum of linguistics and its subdisciplines. * The possibility of specializing, for the dissertation element, in a wide range of areas, corresponding to the research interests of staff. * This programme is recommended both for students who wish to acquire a basic research grounding in Linguistics, and for those seeking to take their studies further, as it offers an ideal preparation for a PhD. * Students enrolled on the programme benefit from regular research events organized by the Centre for Language and Linguistic Studies (seminars) and by ELL staff (reading groups). * Students can also use the facilities of ELL’s Linguistics Laboratory to conduct dissertation research. * Students can also avail themselves free of charge of the Advanced Core Training in Linguistics Summer School (http://www.actl.ucl.ac.uk/). * An attractive campus, with friendly and supportive staff. * A vibrant research culture within a large and interdisciplinary school. |
| **Personal Profile** |
| * A keen interest in language in the broadest sense, preferably with a background in an academic subject that deals with some aspect of language, including (in addition to linguistics itself), psychology, sociology and anthropology of language, speech and language technology, modern languages and literature. * A willingness to explore theories of language critically, and to compare models for describing and analysing linguistic data. * A readiness to challenge received views and linguistic prejudice. * A capacity for self-reflection and the desire to be intellectually independent. |

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| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluation questionnaires * On-going monitoring of modules by teachers through informal discussion with students * Feedback and interaction via active and dynamic student representative system * Annual monitoring reports (includes review of progression and achievement statistics) * Scrutiny by an external examiner of the Programme and its assessment procedures and systems; external examiner’s report * Periodic programme reviews * Annual staff appraisal * Active staff development programme * Peer observation of teaching * Personal Academic Support System |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/student liaison committee * LLB Board of Studies * Graduate Studies Committee * Departmental Learning and Teaching Committee * Faculty Learning and Teaching Committee * University Learning and Teaching Board * Board of Examiners |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Staff-student consultative committee * Student module evaluations, both in-course and end-of-year * Staff office hours for students to discuss progress * On-going group and individual feedback sought by teachers * Student representation for ELL, SECL and Faculty |
| **Staff Development priorities include:** |
| * Staff appraisal scheme * Staff development provided by the University * Staff development provided by the School of European Culture and Languages * Regular formal and informal collaboration in programme development * Subject-based conferences and seminars * Research seminars * Attendance at relevant conferences * Membership of the Institute for Learning and Teaching (ILT) * Membership of relevant professional and academic bodies * High level of academic and professional qualifications for appointments to teaching posts * Self-evaluation * Dissemination of good practice on new learning and teaching methods * Knowledge and implementation of current professional practice in the field |

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| 1. **Indicators of Quality and Standards** |
| * Internal subject reviews * REF results * Teaching and research culture recognized by funding bodies in the form of grants given to graduate students and staff for research * Partnerships with HE institutions in the UK and abroad * International recognition of research by teaching staff * Invitations extended to members of staff by UK and foreign universities * External moderation; external examiners’ reports * Alumni feedback |

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| **The following reference points were used in creating these specifications:** |
| * Benchmarking Statement for Linguistics * Credit Framework for Taught Programmes * University of Kent Plan (Mission Statement) * Subject produced documents |