

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		MA in Language and Cognition		
		For undergraduate programmes only Single honours Joint Major/minor		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MA	Language and Cognition	180	90	N/A
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
PG Diploma	Language and Cognition	120	60	Students must take and pass 120 credits of taught modules for a classified exit award
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
Postgraduate Diploma	Language and Cognition	120	60	An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.
5. Level in the qualifications framework		7		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		X	X	N/A
Minimum length of programme		1 year	2 years	N/A
Maximum length of programme		6 years	6 years	N/A
7. Awarding institution/body		KCL		
8. Teaching institution		KCL		
9. Proposing department		Philosophy		
10. Programme organiser and contact Details		Shalom Lappin, shalom.lappin@kcl.ac.uk , ext. 2541		
11. UCAS code (if appropriate)		N/A		

12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	No benchmark
13. Date of production of specification	20 th December 2010
14. Date of programme review	2016/17

15. Educational aims of the programme

i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

This programme is intended for students who wish to specialise in the area of Philosophy that deals with issues pertaining to Linguistics and Cognitive Science. All students in the programme will be required to take at the two core modules in Theory of Grammar and Theory of Meaning, as well as of four of the following modules: Philosophy of Science, Philosophy of Language, Philosophy of Language, Philosophy of Psychology I, Philosophy of Psychology II, Philosophy of Mind I, Philosophy Mind II, Mathematical Logic, Modal Logic, Mathematical Logic, and Modal Logic. They will also be required to write a dissertation on a topic in the area addressed by the course. The programme is geared equally to students who already have some training in Philosophy or Linguistics, and to those who wish to convert into the field after pursuing another subject at undergraduate level (which may be, but need not be, Psychology, Computer Science, or Mathematics). It will enable the former students to consolidate their existing knowledge and to augment it with a close focus on issues in Linguistics and Cognitive Science. The latter students will receive a rigorous introduction to the leading issues in formal linguistics, Philosophy of Language, Philosophy of Mind, and Cognitive Science. For students of both kinds, the programme will provide a firm foundation for subsequent doctoral research in these domains.

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

Graduates of the MA in Language and Cognition will achieve a solid understanding of the major philosophical and empirical questions raised by leading edge work on the structure and interpretation of natural language, and its place in the architecture of the mind. They will receive a detailed introduction to the formal methods used by linguists, philosophers, and cognitive scientists in the study of the syntax and semantic properties of natural language, and of its psychological dimensions. This training will provide a suitable basis for PhD work in philosophy of language, philosophy of mind, linguistics, and cognitive science. It will also be a useful qualification for applied work devoted to language modelling in an industrial research context

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

formal linguistics, philosophy of language, philosophy of mind, logic, mathematical linguistics, psychology of language, computer science, and cognitive science.

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

These are achieved through the following **teaching/learning methods and strategies**:



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Formal syntax, formal semantics, philosophical issues of language acquisition, formal grammar and the theory of mind

Lectures and seminar/tutorials

Assessment:

Examinations, essays, and exercises

Skills and other attributes

Intellectual skills:

Precise formal analysis of empirical linguistic data, rigorous philosophical analysis of the cognitive aspects of natural language

These are achieved through the following **teaching/learning methods and strategies:**

Lectures and seminars/tutorials

Assessment:

Examinations, essays, and exercises

Practical skills:

Students will acquire the ability to apply formal techniques of analysis to the syntactic structure and semantic properties of natural language. This will provide the basis for further work in language engineering technology in industry, or for PhD research in computational linguistics and cognitive science

These are achieved through the following **teaching/learning methods and strategies:**

Assessment:

Examinations, essays, and exercises

Generic/transferable skills:

Empirically grounded philosophical analysis and formal (logical and mathematical) modeling

These are achieved through the following **teaching/learning methods and strategies:**

Lectures and seminars/tutorials

Assessment:

Examinations, essays, and exercises

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

There are no relevant benchmark statements or professional body guidelines that apply to this programme. However, the descriptors used in this document build on the QAA undergraduate subject benchmarks for Philosophy (QAA 160 02/07: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/philosophy.asp>) and the College's Framework of Credits and Levels for College Awards.

The structure of the programme has been informed by the Credit Framework set out in section A3 of the Academic Regulations, Regulations concerning student & General regulations of King's College London (Academic Session 2010-11). Modes of assessment have been selected in accordance with the School of Arts & Humanities Assessment

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Guidelines for Credit Framework. The award of the degree is in compliance with Appendix 2 of the Academic regulations, section 9.1, which defines a postgraduate taught degree as: “A prescribed programme of study beyond the standard first degree level which assumes the general level of educational competence implicit in the award of a first degree and which extends over a period equivalent to a minimum of one calendar year full-time. This may include programme of study which are ‘conversion courses’ where graduates in one discipline acquire knowledge and develop a set of skills in another discipline”.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

Which is the lead department and/or Faculty?

Faculty of Arts & Humanities

19. Programme structure
See Programme Handbook for modules to be taken.
If a Masters programme, are level 6 credit levels permitted within the programme? No
Maximum number of credits permitted with a condoned fail (core modules excluded) 20
Are students permitted to take any additional credits, as per regulation A3; 5.10? Yes
Are students permitted to take a substitute module, as per regulation A3; 20.8? Yes
Are there are any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) In exceptional cases, at the discretion of the course convenor, a student will be permitted to substitute, for modules on this list, up to 40 credits from other KCL Philosophy level-7 modules not on the list. Even more exceptionally, and again at the discretion of the course convenor, these might be taken from level-7 modules in other KCL departments.
Other relevant information to explain the programme structure <i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i> Exit Award provision A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award). Includes condoned fails An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved. Includes condoned fails

20. Marking criteria

The assessment criteria follow the College's general criteria for the assessment of MA programmes.

21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

It will report to the Department MA in Philosophy Exam Board

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

The program will use the examiners of the existing MA in Philosophy Exam Board

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure

We welcome part time applications.

Publicity and programme handbook

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

Teaching methods

A wide range of teaching methods are utilised, including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

Assessment

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

Feedback

Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.