

**COHESIVE DEVICES FOUND IN POSTGRADUATE
PROSPECTUS OF UNIVERSITY OF GLASGOW**

UNDERGRADUATE THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

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**COHESIVE DEVICES FOUND IN POSTGRADUATE PROSPECTUS OF
UNIVERSITY OF GLASGOW**

UNDERGRADUATE THESIS

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in partial fulfillment of the requirements
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ABSTRACT

Indraini, Lis Maria. 2016. **Cohesive Devices Found in Postgraduate Prospectus of University of Glasgow**. Study Program of English, Universitas Brawijaya. Supervisor: Emy Sudarwati.

Key Words: cohesive device, postgraduate prospectus, university of Glasgow

In this research the researcher is interested in conducting a research on cohesive devices found in postgraduate prospectus of university of Glasgow. There are two proposed problems: (1) what types of grammatical cohesion found in postgraduate prospectus of University of Glasgow and (2) what types of lexical cohesion found in postgraduate prospectus of University of Glasgow. To answer the problem of study the researcher employs two main theories, namely theory of grammatical cohesion proposed by Halliday and Hasan (1976) and theory of lexical cohesion by Renkema (2004).

This research used qualitative approach because the data were explained in the form of description rather than numeral. Besides, the research was conducted through document analysis because the data were in the form of phrases or sentences containing cohesive devices derived from the postgraduate prospectus. The data source of this thesis were taken from postgraduate prospectus that consists of 14 contents.

Based on the result of the analysis, it reveals that the University of Glasgow employs all types of grammatical cohesion and lexical cohesion to build cohesion in the postgraduate prospectus: reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal) and reiteration (repetition, synonym, hyponym, metonym, antonym) and collocation.

It is suggested to the next researchers who want to conduct study with the same field as the present one to use other objects of study such as introduction in thesis. Besides, the researcher also suggests the next researchers can use better samples since it will be worth covering the weaknesses of this research.

ABSTRAK

Indraini, Lis Maria. 2016. **Penanda Kohesi yang Ditemukan di Buku Sebaran Pasca Sarjana dari Universitas Glasgow**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: Emy Sudarwati.

Kata kunci: penanda kohesi, buku sebaran pasca sarjana, Universitas Glasgow

Dalam penelitian ini peneliti tertarik untuk melakukan penelitian mengenai penanda kohesi yang ditemukan di buku sebaran pasca sarjana dari Universitas Glasgow. Terdapat dua rumusan masalah, yakni: (1) tipe kohesi gramatikal apa sajakah yang ditemukan di buku sebaran pasca sarjana dari Universitas Glasgow dan (2) tipe kohesi leksikal apakah yang ditemukan di buku sebaran pasca sarjana dari Universitas Glasgow. Untuk menjawab rumusan masalah, peneliti menggunakan dua teori, yaitu teori kohesi gramatikal oleh Halliday and Hasan (1976) dan teori kohesi leksikal oleh Renkema (2004).

Penelitian ini menggunakan metode kualitatif karena dalam penelitian ini penulis menyajikan analisis data dalam bentuk deskripsi bukan angka. Penelitian ini juga menggunakan analisis dokumen karena data berupa frasa dan kalimat yang diperoleh dari buku sebaran pasca sarjana. Sumber data dari skripsi ini diambil dari buku sebaran pasca sarjana yang terdiri dari 14 isi.

Hasil menunjukkan bahwa Universitas Glasgow menggunakan semua jenis kohesi gramatikal dan kohesi leksikal : *reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal)* dan *reiteration (repetition, synonym, hyponym, metonym, antonym)* dan *collocation*.

Disarankan untuk peneliti mendatang yang ingin meneliti di bidang yang sama untuk menggunakan obyek penelitian lain seperti latar belakang masalah pada skripsi. Selain itu peneliti juga menyarankan agar para peneliti mendatang dapat menggunakan sampel yang lebih baik karena itu akan bernilai mencakup kelemahan penelitian ini.

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Hopefully, this research can be beneficial for the next researchers and students who have passion in learning linguistics.

Malang, 25 January 2016

The researcher

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

Language is important point in society because it is used to establish and maintain relationships with other people. Language is also used in the communication process and interaction with each other. Besides, language has function to know and understand other people's ideas which are delivered through a communication.

Actually, there is a discourse in one's communication. According to Cook (1989), discourse is a language for communication that has feeling of coherence and meaningfulness. In addition, Renkema (2004, p.103) explains that the important thing in discourse is the fact that the sentences or utterances are linked together to create cohesion. The main point of discourse is more on the interconnectedness, coherence, and meaningfulness among sentences.

Discourse can be understood as the unity in spoken or written language. Nafisah (2014) states that in the spoken discourse, the discourse interconnects the utterances which are uttered by the speaker and hearer. On the other hand, in the written discourse, the discourse builds the unity or interconnectedness among sentences within a written text. According to Widdowson (2007, p.4) a text is an

actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis. However, Halliday and Hasan (1976) say that the text is a unit of language in use. It is not only a grammatical unit but also a semantic one.

Cohesion is a semantic concept which refers to relations of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976, p.4). Renkema (2004, p.103) also argues that cohesion refers to semantic or meaning relation that exists between two or more elements within a text, which is independent of the structure and the preceding are thereby integrated into a text.

Renkema (1993, p.40) divides cohesive devices into two types: grammatical and lexical cohesion. The grammatical cohesion consists of reference, ellipsis, conjunction, and substitution. Meanwhile, lexical cohesion consists of reiteration (repetition, synonymy, hyponymy, metonymy, antonymy) and collocation. When we read a text, we need to comprehend the text and for that we need to be helped by the cohesive relations between the sentences which appear in the text. Cohesive devices have an important role in communication and language learning.

Cohesive devices are also needed in writing. In order to produce good writing, a student needs to employ appropriate cohesive devices. One of the forms of academic writing which needs cohesive devices is prospectus. In prospectus, cohesive devices are needed in order to enable the reader to understand the inter-sentence relationship and supply all the missing pieces between different parts of sentences.

In this research, the researcher is interested in choosing postgraduate prospectus of University of Glasgow in United Kingdom as the source of data. The

postgraduate prospectus in University of Glasgow provides a lot of information for students who want to continue their study program. In this analysis, the researcher took a postgraduate prospectus in 2016 period which is still new. There are some reasons why the researcher chooses it. Firstly, there are many cohesive devices found in the text of postgraduate prospectus. Secondly, the content of postgraduate prospectus in University of Glasgow is more flexible to be researched. Thirdly, why the researcher chooses University of Glasgow because this University is one of the four oldest Universities in Scotland which always into the top 100 Universities in the world are held by various organizations. Fourthly, the researcher wants to confirm the findings of the other researchers on cohesive devices using different object. In conducting this research, the researcher employs two main theories namely theory of grammatical cohesion proposed by Halliday and Hasan (1976) and theory of lexical cohesion by Renkema (2004).

Through this research, the researcher wants to discover the use of cohesive devices in postgraduate prospectus. The researcher finds out that this research is supposed to be useful for the readers to get more knowledge about cohesive devices, especially students of Brawijaya University Malang and the other English department. In addition, the researcher expects this study is helpful to the other researchers or students who are interested in doing further studies on the related topics.

1.2 Problems of the Study

Based on the background of the study, the problems of this study can be formulated as follow:

1. What are the types of grammatical cohesion found in postgraduate prospectus of University of Glasgow?
2. What are the types of lexical cohesion found in postgraduate prospectus of University of Glasgow?

1.3 Objectives of the Study

Based on the problems, the objectives of the study are as follow:

1. To identify the grammatical cohesion found in postgraduate prospectus of University of Glasgow
2. To identify the lexical cohesion found in postgraduate prospectus of University of Glasgow

1.4 Definition of Key Terms

These are some definition of the key terms related to the study:

- a. Cohesive Devices:** are the simplest form of cohesion in which the presupposed element is verbally explicit and found in immediately preceding sentence (Halliday and Hasan, 1976, p.14)
- b. Postgraduate Prospectus:** is a brochure that contains details of taught courses and research opportunities, application procedures, and details of life at the university.

c. **University of Glasgow:** is recognised throughout the world for excellence in research and teaching. (<http://www.gla.ac.uk/international/>)



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes some variables related to the research. They are:

2.1 Discourse Analysis

Discourse analysis is a general term for a number of approaches to analyzing written, vocal, or sign language use or any significant semiotic event. According to Cook (1989), discourse analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. While, Yule (2010, p.142) states that discourse can be defined as language beyond the sentence and the analysis of discourse is typically concerned with the study of language in texts and conversation. The job of discourse analysis is to explore the linguistic features which characterize discourses. The goal of discourse analysis are to examine how the reader or user of a discourse recognizes that the words/phrases/sentences in a discourse must be co-interpreted—that parts of a discourse are dependent on others.

2.2 Cohesion

The concept of cohesion is a semantic one; it refers to relation of meaning that exist within the text, and that define it as a text (Halliday & Hasan, 1976, p.4).

Cohesion is related to the surface structure of the text. Renkema (1993, p.35) states that the notion of cohesion refer to the connection which results when the

interpretation of a textual element is dependent on the other elements in the text.

Cohesion is the interconnection among sentences because of the formal factors of internal factors in language. In addition, Halliday and Hasan (1976, p.26) state that cohesion does not concern with a text means; it concerns how the text is constructed as a semantic edifice. In order to know the relations of meaning to 'all classes' of text, there are two main types of cohesion. Those are grammatical and lexical, grammatical referring to the structural content and lexical referring to the language content of the piece.

2.3 Grammatical Cohesion

Grammatical cohesion consists of four categories. They are reference, ellipsis, substitution, and conjunction.

2.3.1 Reference

Halliday and Hasan, (1976, p.31) state that reference is the specific nature of information that is signaled for retrieval. The information that is retrieved called as referential meaning. It refers to the identity of the particular thing or class of things that is being referred to and the cohesion lies in the continuity of reference.

Reference is classified into three types, as follow:

1. Personal Reference

This reference relates to function in the speech situation, through the category of person. It is expressed by speakers as first person (I, me, mine), addressee as second person (you, your, yours), and other participants as third person (he, him, his), (she, her, hers), etc.

The category of personals includes the three classes of personal pronoun, possessive determiners and possessive pronoun. Personal pronouns are I/me, you, he/him, she/her, it, we/us, they/them. Possessive determiners are my, your, his, her, its, our, and their. Then, possessive pronouns are mine, yours, his, hers, its, ours, and theirs.

For example: Michael is my friend. He always helps me.

The pronoun *he* at the second sentence refers to the person named *Michael*.

2. Demonstrative Reference

It is essentially verbal of pointing and the speaker identifies the referent by locating it on scale of proximity. Halliday and Hasan (1976, p.37). It is classified into adverbial demonstrative and selective nominal demonstratives. The adverbial demonstrative is expressed by using the words here, there, now, and then refer to the location of the process in space or time. While, the selective nominal demonstratives is expressed by using the words this, these, that, those and the, refers to the location of something, typically some-entity, person or object that is participating in the process.

For example: I like the dolls. These are my favorites.

The word *these* at the second clause refers to *dolls* mentioned in the first clause.

3. Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. This reference is divided into two types:

a. General comparison

It means comparison that is simply in the term of likeness and unlikeness.

It consists of identity (same, equal, identical, identically), similarity (such, similar, similarity, likewise, like, look like), difference (different, differently, other, another, otherwise, else).

For example: The candidates gave three similar answers.

The word *similar* in the sentence, for instance, conveys that the answers of the different candidates had a high degree of likeness.

b. Particular comparison

It expresses comparability between things in respect of particular property, particular property can be a matter of quantity or of quality. The terms of quantity are expressed in the numerative (more). The terms of quality are expressed in the epithet (better).

For example: He is a better man than I am.

The example above is quality, with an epithet as the comparative, *the man* that and *I am* as referent.

2.3.2 Substitution

Substitution is a relation between linguistic items, such as words or phrases, whereas reference is a relation between meanings (Halliday and Hasan: 1976, p.89).

Substitution is classified into three types:

1. Nominal substitution

Nominal substitution is the most typical substitution that use words one and ones.

For example: Let's go and see the bears. The polar ones are over on that rock.

The word *ones* is used to substitute or replace for *the bears*.

2. Verbal substitution

Verbal substitution is the most common substitute which is the verb do with the unusual morphological scatter does, did and done.

For example: You think Joan already knows? I think everybody does.

The word *does* in the second sentence is used to replace the verb *knows*.

3. Clausal substitution

Clausal substitution is type of substitution in which what is presupposed is not an element within the clause but an entire clause. This substitution uses words so and not.

For example: Has everyone gone home? I hope not.

The word *not* in the second sentence is used to substitute for *everyone gone home*

2.3.3 Ellipsis

Halliday and Hasan (1976, p.142) state that ellipsis is simply substitution by zero item. It means that the word or clause predicted to be already understood are omitted. Ellipsis divided into three types, nominal ellipsis, verbal ellipsis and clausal ellipsis.

1. Nominal ellipsis is the omission of noun.

For example: She likes the green blouse, I prefer the blue "0"

2. Verbal ellipsis is the omission of verb.

For example: A: Will anyone be waiting?

B: John will “0” I think.

3. Clausal ellipsis is the omission of a clause.

For example: I don't know how to work with this stuff; I'll have to learn how “0”

2.3.4 Conjunction

Conjunction is based on the assumption that there are in the linguistic system forms of systematic relationship between sentences (Halliday and Hasan, 1976, p.320). It means that conjunction is relation between/among sentences. The form of common conjunctions are and, but, so, and then. Conjunction is categorized into four groups.

1. Additive Conjunction

Additive has function to add information. The words are used is and, or, in add to, in other words, likewise, furthermore, moreover, etc. Additive conjunctions may also have function to be negative form of the additive relation that are expressed item and expressed by nor, and...not, not...either, and...not...either and neither, and... neither, etc.

The example of positive form:

He caught me in his silken net, and shut me in his golden cage.

The word and is used to add another information.

The example of negative form:

I couldn't send all the horses, you know, because two of them are wanted in the game. And I haven't sent two Messengers either.

An example above shows that conjunction expands forms with either have an additional element of explicitness in them, a sense of 'and what is more' (Halliday and Hasan, 1976, p.246).

2. Adversative Conjunction

Adversative is a contrary to expectation. The expectation may come from the content of what is being said (Halliday and Hasan, 1976, p.250). It is expressed by the simple words such as yet, though, only, but, in fact, rather, however, in the other hand, etc.

For example: All the figures were correct, they'd been checked. Yet the total came out wrong.

The word yet shows that it has a function to show a contrary result of what have been said in the previous sentence.

3. Causal Conjunction

Causal is expressed by using words such as because, so, thus, hence, therefore, then, for this reason, as a result, in the respect, for this purpose etc. It has a function to show a specific ones of result, reason, and purpose (Halliday and Hasan, 1976, p.256).

For example: You aren't leaving, are you? Because I've got something to say to you.

The word because means that he has a reason 'why she is asking to her'.

4. Temporal Conjunction

Temporal is relation between two successive sentences in relating to external terms as content and perhaps be simply on of sequence in time; the one is

subsequent to the other (Halliday and Hasan, 1976, p.261). Some temporal conjunctions are expressed by using words such as then, next, after that, next day, until then, at the same time, at this point, and subsequently, etc.

For example: ‘Ticket, please!’ said the Guard, putting his head in at the window. In a moment everybody was holding out a ticket.

The example above shows in a moment has the same meaning with then. Both of them show the sequence in time.

2.4 Lexical Cohesion

Lexical Cohesion occurs when two words in a discourse are semantically related in some ways. Renkema (1993, p.104) states that lexical cohesion refers to the link between the content words (nouns, verbs, adjectives, adverbs) which are used in subsequent segment of discourse.

According to theory which is taken from Renkema (2004, p.105), he divides lexical cohesion into two main categories “reiteration and collocation”.

2.4.1 Reiteration

Reiteration can also occur through the use of word that is systematically linked to a previous one. Renkema (2004, p.105) asserts that reiteration can be divided into repetition, synonym, hyponym, metonym, and antonym. Here are in the detail:

1. Repetition

According to Bloomsbury (1999, 1592) cited in Lestari (2009) states that repetition is repeating of something an act or doing something again. Something the

same as before an event or situation that is the same as one that happened previously.

For example: What we lack in a *newspaper* is what we should get. In a word, a 'popular' *newspaper* may be the winning ticket.

From the example above, the word *newspaper* in the first sentence is repeated in next sentence.

2. Synonymy

Synonymy is expression with same meaning. Crystal (1995, p.164) states that synonymy is lexeme which has the same meaning- a definition which sounds straight forward enough. Meanwhile, according to Choyimah (2012) states that synonymy is two expressions or more having similar meaning. It can be a word that means the same or almost same as another word in the same language.

For example: *clever* and *smart* are the same meaning, so it is called synonym.

3. Hyponymy

Renkema (2004, p.104) states that hyponymy is general and specific meaning relation. It means that hyponymy has general and specific meaning relation.

For example: My sister likes fruits. She buys some bananas and apples in the market.

The word fruits is the general term of bananas and apples. Therefore, bananas and apples are the hyponyms of fruits.

4. Metonymy

Renkema (2004, p.105) states that metonymy is the connection due to part-and-whole-meaning relation. It means that metonymy is relation between word which has a part and whole meaning.

For example: Husband: "Oh, the *house* is so nice. How if we buy it?"

Wife : "Yeach,...nice...but you know,...ehm...
I am not quite happy with the *kitchen*. It is too small. I like a roomy one, you know... I love cooking." Choiyimah (2012)

The word *house* and *kitchen* could be replaced by another one asserting a part and whole relation meaning.

5. Antonymy

Antonymy is word which in sense opposite in meaning. Renkema (2004, p.105) states that the relation of antonymous words old and new.

For example: My *old* shoe have broken, so I want to buy a *new* shoe.

The words old and new are having opposite meaning. So, it is called antonymy.

2.4.2 Collocation

Collocation is the second type of lexical cohesion. According to Renkema (2004, p.105), collocation deals with the relationship between words or the basis of the fact that these word often occur in the same surrounding or are associated with each other. In other words, these words tend to occur with other words.

For example: I have to go to university, because I have a promise with my lecturer.

The collocation the word university is lecturer.

2.5 Previous Studies

The researcher uses two previous studies to enrich this present research. The first research is by Hidayanto (2015) entitled “A study on the cohesion used in the expository essay of English literature students”. The researcher found two similarities between the present study and the previous study. The first focuses on types of cohesive devices. The second is theory used in both studies is theory proposed by Halliday and Hasan (1976) to find types of grammatical cohesion and Renkema’s theory (2004) to find of the types of lexical cohesion. For the differences between the present study and the previous one is in the object of the study. Hidayanto’s study takes expository essays written by third semester students of English Literature Universitas Brawijaya as the object. Whereas, in this present study the researcher chooses postgraduate prospectus of University of Glasgow to be researched.

The second previous study is written by Setyowati (2008) entitled “A study of cohesive devices found in the main character’s utterances of drama “Macbeth” by William Shakespeare”. There are two similarities between the present study and the previous one. Both of the studies used theory of cohesion proposed by Halliday and Hasan (1976). Then, topic both studies is also same about cohesive device. For the difference between the present study and the previous one is the object that they used. The present study uses postgraduate prospectus to be analyzed. While, the previous one took the main character’s utterances of drama to be analyzed.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method which is used in this research. It consists of research design, data and data sources, data collection, and data analysis.

3.1 Research Design

This research used the qualitative research because the data analyzed by explaining descriptively. Ary, et al (2010, p.424) states that the qualitative research deals with the data that was the description of the words or sentence rather than numbers or statistic.

Regarding the data being analyzed which are in the form of words, the researcher used document analysis in conducting this study. Ary, et al (2010, p.457) state "Document analysis is a research method applied in written or visual materials for the purpose of identifying specified characteristics of material. The material analysed can be from newspapers, textbooks, advertisements and other documents.

In addition, the researcher analyzed cohesive devices existing in the postgraduate prospectus which means that the data are in the form of document.

3.2 Data and Data Sources

The data of this research are words, phrases or sentences which contain cohesive devices that are grammatical and lexical cohesion in the postgraduate prospectus. The data source of this research were taken from postgraduate prospectus of University of Glasgow. The researcher chooses postgraduate

prospectus because it uses English language and contains many kinds of cohesive devices.

3.3 Data Collection

In this research, the researcher identified cohesive devices in the postgraduate prospectus of University of Glasgow. The followings are the steps in collecting the data:

1. Downloading the postgraduate prospectus of University of Glasgow
2. Reading the postgraduate prospectus and making notes on the types of cohesive devices
3. Labelling each sentence as the data and giving an index number or code

3.4 Data Analysis

After the data were collected, the data were analyzed in the following steps:

1. Listing the sentences containing types of cohesive device
2. Classifying grammatical cohesion and lexical cohesion found in the postgraduate prospectus into a table. The researcher used grammatical cohesion theory by Halliday and Hasan (1976) of which consists of reference, substitution, ellipsis, and conjunction. Meanwhile, the lexical cohesion was analyzed using Renkema's theory (2004) as reiteration into five types namely: repetition, synonym, hyponymy, metonymy, and antonymy and collocation. The following tables are used to classify the types of cohesion.

Table 3.1 Grammatical Cohesion

No	Phrase/ word	Grammatical Cohesion													
		Reference			Substitution			Ellipsis			Conjunction				
		Pr	Dr	Cr	Ns	Vs	Cs	Ne	Ve	Ce	Ad	Adv	Ca	Te	

Note:

Personal Reference	(Pr)	Verbal Ellipsis	(Ve)
Demonstrative Reference	(Dr)	Clausal Ellipsis	(Ce)
Comparative Reference	(Cr)	Additive Conjunction	(Ad)
Nominal Substitution	(Ns)	Adversative Conjunction	(Adv)
Verbal Substitution	(Vs)	Clausal Conjunction	(Ca)
Clausal Substitution	(Cs)	Temporal Conjunction	(Te)
Nominal Ellipsis	(Ne)		

Table 3.2 Lexical Cohesion

No	Phrase/ Word	Lexical Cohesion					
		Reiteration					Collocation
		Repetition	Synonymy	Hyponymy	Metonymy	Antonymy	

3. Describing the types of cohesive devices with detail explanation.
4. Drawing conclusion from the analysis based on the theory used.

CHAPTER IV

FINDING AND DISCUSSION

This chapter aims at analyzing and discussing the research findings which are gained through research methods that have been presented in the previous chapter.

4.1 Finding and Analysis

In this section, the research findings are presented below concerning the types of cohesive devices found in postgraduate prospectus of University of Glasgow. The data of this research were taken from postgraduate prospectus which consists of 14 contents. Those are *introducing the university, join us and make your mark, support along the way, new postgraduate facilities, your Glasgow home, life beyond the books, sport at Glasgow, discover Scotland, explore Glasgow, west end living, welcoming the world, how to apply and entry requirements, fees, funding and scholarships, and the small print and acknowledgements*. The researcher analyzed the data by using Halliday and Hasan's theory (1976) which is used to identify the types of grammatical cohesion. Meanwhile, to identify the types of lexical cohesion, the researcher analyzed the data by using Renkema's theory (2004).

As stated in the chapter two, grammatical cohesion proposed by Halliday and Hasan's theory consists of four categories. They are reference, substitution, ellipsis and conjunction. Reference is classified into personal, demonstrative and comparative. Substitution is classified into nominal, verbal and clausal. Ellipsis is

classified into nominal, verbal and clausal. Conjunction is classified into additive, adversative, causal and temporal. While, lexical cohesion as stated by Renkema's theory (2004, p.105) is divided into two main categories called reiteration and collocation. Reiteration is divided into repetition, synonym, hyponym, metonym and antonym. The researcher found 654 data which are identified as grammatical cohesion. Whereas, regarding lexical cohesion the researcher found 207 data.

From the 654 data of grammatical cohesion, they consist of 399 reference, 11 substitution, 1 ellipsis and 243 conjunction. Meanwhile, the 207 data of lexical cohesion consist of 113 repetition, 25 synonym, 30 hyponym, 16 metonym, 21 antonym and 2 collocation.

4.1.1 Grammatical Cohesion Analysis

The researcher found grammatical cohesion in every content of postgraduate prospectus of University of Glasgow. In the analysis, the researcher analyses every type of grammatical cohesion in one example only from this prospectus. The table for analyzing grammatical cohesion consists of number, code, sentences, types and sub types of grammatical cohesion. Then the researcher put codes on certain sentences which contain the types of cohesive devices in every text. For example by giving code P1.C2.S3.L4, it means that P1 refers to page 1, C2 refers to content 2, S3 refers to the subdivision 3 of the content, and L4 refers to line 4. After that, the researcher underlines and gives number to the words or phrases in the table which contain the types of grammatical cohesion.

Here, the analysis of the postgraduate prospectus can be seen in appendix 1 while the descriptions of some sentences are presented in the following sub chapters.

4.1.1.1 Reference

In the postgraduate prospectus of University of Glasgow, the researcher found all types of reference. Those are personal reference, demonstrative reference, and comparative reference.

a. Personal Reference

Personal reference items are referenced by means of function in the speech situation. They are classified into personal pronoun, possessive pronoun, and possessive determiner. There are 298 personal reference found in postgraduate prospectus of university of Glasgow which appear in the some words namely *our*, *you*, *us*, *your*, *we*, *their*, *its*, *it*, and *them*.

There are only two out of three subtypes of personal reference occur in the prospectus. The first subtype of personal reference occurs is personal pronoun. It is a type of referent which refers back or forward to persons or things. It consists of *you*, *we*, *us*, *it*, and *them*. The first personal pronoun occurs in the prospectus is 'we'. The example can be found in datum 9:

At Glasgow we understand the importance of creating a world-class environment where you can feel inspired.

In the example above, the word 'we' is identified as personal pronoun.

Actually the word 'we' in the sentence refers back to the University in which this

University gives information to the readers about the postgraduate prospectus. The next dominant personal pronoun is 'you'. The example can be seen as follows:

You'll be following in the footsteps of world changers. (Datum 5)

The word 'you' in the example above is identified as personal pronoun which refers back to the readers or students that want to know about postgraduate prospectus of University of Glasgow. Another example of personal pronoun is in datum 6:

Join us and make your mark.

In the example above, the word 'us' refers back to the University that wants to ask the readers to join and be a part of the University of Glasgow.

Whereas, the second subtype of personal reference in the prospectus is possessive determiner. The possessive determiner is a determiner used in front of a noun to express possession. It consists of *our*, *your*, *their*, and *its*. From those determiners, the one mostly used is 'our'. One of the examples is stated below:

Training programmes provided by our graduate schools can help you to manage your time and your research, develop presentation, public engagement and enterprise skills, develop skills in conference organization and academic publication. (Datum 32)

The example above, the word 'our' refers back to the University which provides training programmes to help the readers that want to continue their study in the University of Glasgow. Another example of determiner is 'their' is explained as follows:

All of our students can use two unions, each with their own personality and facilities. (Datum 64)

Based on the example above, the word ‘their’ refers back to students which is in the same sentence. The next example is the word ‘your’ in datum 8:

We can help you to build your skills, make relevant connections with academic and industry experts and prepare you for your chosen career.

In the sentence, the word ‘your’ refers back to the readers that would be assisted by the University to build their skills.

b. Demonstrative Reference

Another grammatical cohesion found in the postgraduate prospectus of University of Glasgow is demonstrative reference. This reference is signaled by the use of determiners. It refers to location on a scale of proximity. The researcher found 58 demonstrative reference which appear in the some of them namely *the, this, these, those, that, there, here, and now*. From those references both adverbial and selective nominal demonstrative. The adverbial demonstrative consists of *there, here, and now*. Meanwhile, the selective nominal demonstrative consists of *the, this, these, those, and that*.

For the examples of adverbial demonstrative are in data 132, 29, and 41.

The first example is the word ‘there’ as follows:

We also have staff based in China, America, India, Nigeria and Singapore who are there to assist international applicants. (Datum 132)

In the example above, the reference ‘there’ is used to refer back to *China, America, India, Nigeria and Singapore* which still happens in the same sentence.

The second example is the word ‘here’ as follows:

Our student service enquiry team is here to help you make the most of your time at Glasgow, from Council Tax queries to appointments with our International Student Advisers. (Datum 29)

In the sentence above, the reference 'here' refers back to at Glasgow which still happens in the same sentence. The third example is the word 'now' in datum 41:

The Queen Elizabeth University Hospital campus is now the largest hospital campus in Europe with services for adults, children and maternity on a single site, including world-class critical care, theatre and diagnostic services.

In the example above, the word 'now' refers back to the time. It is explained that the Queen Elizabeth University Hospital campus is the largest hospital campus in Europe.

While, the selective nominal demonstrative occurs in data 10, 90, 49, 51, and 209. The researcher only gives three examples as follow:

University Library open daily from 7.15am to 2.00am with online access 24/7, the university library has one of the largest collections of books in Europe. (Datum 10)

We're spending more than £10m to extend our current sporting facilities (which will open late 2015). This will include: a sports hall with viewing gallery, expansion of our cardiovascular, muscle-conditioning and stretching facilities, increased exercise space including a martial arts studio. (Datum 90)

The centre will also provide sports facilities courtesy of Glasgow Life and a café on-site for those who are looking for a study break. (Datum 49)

In datum 10, the reference 'the' in this case is used to refer back to *university library* which appears in the same sentence. Then in datum 90, 'this' is employed to refer back to *sporting facilities* which occurs in the preceding sentence. There is also the word 'those' in datum 49. The word 'those' in the sentence refers back to

sports facilities courtesy of Glasgow Life and a café on-site which is the facilities that provided by the University to the students when their study break.

c. Comparative Reference

The researcher found 43 comparative reference which are classified into two types, namely general comparison and particular comparison which consist of *more, largest, oldest, finest, biggest, better, tallest, such, other, equality, different, same, like, and another.*

There are comparative reference found in postgraduate prospectus. The comparative reference can be in the form of general comparison which is simply in term of likeness and unlikeness. The first example of general comparison is in datum 110:

In fact, the city has more green space per head of population than any other European city, with over 90 parks and public gardens.

The word 'other' in the sentence conveys that there are differences between Glasgow with European city about the parks. The second example used is the word 'same' in datum 160:

Our online programmes offer the same excellent teaching and assessment standards as their campus-based equivalents

In this case, 'same' shows sense of sameness between the two programmes in the University. This word is employed to initiate the idea that those programmes have the same purpose as their campus-based equivalent. The third example is in datum 80:

We have more than 15,000 members of our sports facilities and approximately 4,000 students participate in our 49 different sports clubs.

In the example, 'different' conveys that there are approximately 4,000 students participate join in 49 different sports clubs. It means that from 4,000 students participate are divided into some sports clubs.

Another type of comparative reference which is found in the postgraduate prospectus is particular comparison. It refers to comparison of quantity and quality.

The researcher found particular comparison both of quantity and quality. The example of comparison of quantity is in datum 110:

In fact, the city has more green space per head of population than any other European city, with over 90 parks and public gardens.

The word 'more' shows the comparison of quantity of clarity differences between the two cities. Then, the example of comparison of quality is in datum 10:

The university library has one of the largest collections of books in Europe.

The word 'largest' is comparative reference. The largest in this sentence shows the University library has collections of books different with other University library in Europe. The largest collections of books refer to the University library.

Another example of comparison of quality is in datum 34:

The Hunterian is the university's museum and art gallery and the oldest public museum in Scotland.

In the example above, the word 'oldest' is comparative reference. The oldest in this sentence shows the Hunterian is public museum which is different from other museum in Scotland. The oldest public museum refer to the Hunterian.

4.1.1.2 Substitution

There is only one kind of substitution found in the postgraduate prospectus namely nominal substitution. The researcher found 11 nominal substitutions which appear in only one kind that is *one*.

Nominal substitution is substituting noun using other words such as *one* or *ones*. In the postgraduate prospectus of University of Glasgow, the researcher only found the word 'one' to substitute noun. In this case, the researcher only gives three examples of nominal substitution. The first example in datum 10:

The university library has one of the largest collections of books in Europe.

The word 'one' in the sentence is used to substitute the word collections which is stated in the same sentence. The second occurs in datum 39:

We are proud to provide our students with the custom-built Queen Elizabeth Teaching and Learning Centre at the heart of one of the largest acute hospitals in Europe.

The word 'one' in this case substitutes the word hospitals which is stated in the latest sentence. The third example as follows:

The Hunterian, with over 1.3 million objects in its collections, is one of the world's finest university museums. (Datum 44)

In the sentences, the word 'one' substitutes the word Hunterian which indicates that one of the world's finest university museums is the Hunterian.

4.1.1.3 Ellipsis

There is only one kind of ellipsis found in postgraduate prospectus of University of Glasgow namely nominal ellipsis.

Nominal ellipsis is the omission of noun which is replacement of noun with zero item. In the postgraduate prospectus of University of Glasgow the researcher only found 1 data of nominal ellipsis. It occurs in datum 201:

The information is processed in accordance with the University's Notification with the Information Commissioner under the Data Protection Act 1998, and is disclosed to third parties only with students' consent, or to meet a statutory obligation, or "0" in accordance with the terms of the Act.

In the example above, it can be categorized as nominal ellipsis by omitting noun in the sentence which is *in accordance with the University's Notification with the Information Commissioner*. In such a case, the words predicted to be already understood are omitted.

4.1.1.4 Conjunction

There are four types of conjunction found in postgraduate prospectus of University of Glasgow. They are additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

a. Additive Conjunction

Additive conjunction has a function to add information. The researcher found 226 additive conjunction in the postgraduate prospectus. Some of the additive conjunction that found are *and*, *or*, *in addition*, and *furthermore*.

The first and most commonly used additive conjunction is 'and', the example of which is in datum 56:

You have options in six residences, located between a two-minute and a 25-minute walk from our main Gilmorehill campus.

In the sentence, the word ‘and’ used to enrich the information of the first clause. It adds the information that reader has option to arrive in the location between two minutes and 25 minutes on foot. The next additive conjunction is ‘or’, in datum 59:

We offer a small number of furnished self-contained flats for couples or families

The word ‘or’ is used to give more information that the readers are offered ‘furnished flats for two of couples or families’. Another example of additive conjunction as follows:

In addition, small charges may be made in some subjects for such items as course materials, photocopying and laser printing; detailed information may be obtained from the University’s schools or colleges. (Datum 205)

In the example, ‘in addition’ is used to add information toward the preceding sentence. It gives more explanation about some facilities in the University.

b. Adversative Conjunction

Adversative conjunction is a linking word which introduces different fact from the expectation. The researcher found 12 adversative conjunctions in postgraduate prospectus. Some of them showed by the words *but*, *only*, *in fact*, *however*, *although*, and *while*. In this section, the researcher explains only three adversative conjunction of all the data found. The first is ‘but’, the example is in datum 143:

If you’re an international student but not quite ready to study at Glasgow, our partner institution, Glasgow International College, offers pre-Masters programmes in business, engineering, law, science and the social sciences to help you achieve the required standards for admission to a range of one-year Masters programmes at the University.

In the example, the word ‘but’ refers to adversative conjunction since this relation indicates that there is a contrary between this sentence and the previous one. The second conjunction is ‘however’ in datum 193:

The University, however, reserves the right to make variations to the contents or methods of delivery of courses, to discontinue courses and to merge or combine courses.

The word ‘however’ in that sentence is employed to introduce contrary idea from in the preceding sentence. In the previous sentence said that the University will use all reasonable endeavours to deliver courses in accordance with the descriptions set out in this publication. Then, in the next sentence explained that the university reserves to make variations to the contents or methods of delivery of courses, to discontinue courses and to merge or combine courses. The third conjunction is ‘while’ in datum 40:

Working in partnership with NHS Greater Glasgow & Clyde, our students will benefit from Queen Elizabeth University Hospital's state-of-the-art clinical environment, while our researchers continue to develop innovative medicines and technologies to transform the treatment of patients and prevention of disease.

The word ‘while’ is used to connect previous sentence with the second one whose aim is to contrast from that of the first.

c. Causal Conjunction

Causal conjunction is conjunction which shows cause-effect relation. In the postgraduate prospectus, the researcher found 2 causal conjunctions which appear in only 1 kind namely ‘then’. The example is in datum 82:

If you like some fresh air in your fitness regime then you're in the right place.

The word 'then' is used to state the effect of some fresh air which gives freshness. The next is the word 'then' in datum 154:

You can find taught programme details within each individual college section which are then split further by individual school and research institutes.

The word 'then' in the sentence is used to explain the effect of action in the preceding sentence.

d. Temporal Conjunction

The researcher found 3 temporal conjunctions which appear in 3 kinds.

They are *the same time*, *until*, and *the first*.

Temporal conjunction is used to express relations in time. The researcher found 3 temporal conjunctions in postgraduate prospectus. It showed by the word *the same time*, *until*, and *the first*. For the example of the word 'at the same time' in datum 81:

With so many activities to try out and plenty of post-exertion socialising opportunities available, you can get fit and have fun at the same time

In that sentence still by means of temporal conjunction, through an indication that it is simultaneous in time. It means the word 'at the same time' in that sentence shows that someone can perform the activities and take pleasure in that time as well. Another example of temporal conjunction is in datum 114:

Whether you're after an amazing Asian kitchen that's open until 2.30am, a scoop of the creamiest Italian ice cream, or a plate of haggis, neeps and tatties – Scotland's national dish – Glasgow won't disappoint.

The word 'until' indicates the sequence of time which shows that Asian kitchen is open until 2.30am. The next example is in datum 148:

During the first few days of specified arrival periods in September and January, we set up a Welcome Desk on campus where you can go with any questions or concerns.

The word 'the first' in the sentence is sequence of time in September and January, students can go to the table that says welcome on campus and they can ask questions or problems encountered.

4.1.2 Lexical Cohesion Analysis

The researcher found two types of lexical cohesion in postgraduate prospectus of University of Glasgow which are reiteration and collocation. In the analysis, the researcher only gives two examples of each subtypes of reiteration because there are a number of data found which have similar meaning. The complete data can be seen in appendix 2 while the descriptions of some sentences are presented in the following sub chapters.

4.1.2.1 Reiteration

The researcher found all the subtypes of reiteration which consists of repetition, synonym, hyponym, metonym, and antonym. Each of them is discussed in the following explanation.

4.1.2.1.1 Repetition

The first type of reiteration is repetition. The researcher found 113 repetitions in postgraduate prospectus of University of Glasgow. The examples of data in the following explanation.

Join a **research** community of 3,000 **research** and teaching staff. (Datum 1)

In the sentence above, the identification of lexical cohesion has been found in the tie of repetition. The word 'research' in the sentence, which is rewritten in the same sentence. Repetition is one of many ways which can be used by the writers to create cohesive in their prospectus. Here is another example:

It's run by **students** for **students** and each year you can vote for the candidates you want to represent you, or stand for office yourself. (Datum 42)

In the example above, the writer of the prospectus rewrote the word 'students' in first sentence and then repeated it in the same sentence as continuation.

The next repetition is also occur in datum 5:

Around 200,000 **printed** works, including over 1,000 **printed** before 1501

In the example above, the word 'printed' is repetition in the same sentence.

4.1.2.1.2 Synonym

The second subtype of reiteration found is synonym. The researcher found 25 data of synonym in the postgraduate prospectus. The example is as follows:

Our career alumni network offers you the **chance** to interact with our alumni both virtually and in person, providing networking **opportunities** and access to first-hand information on where a degree from Glasgow can take you. (Datum 10)

In the example above, the University talks about alumni network which offer a chance to interact with alumni both virtually and in person to students that who want to continue their study in that University. Instead of repeating the word 'chance', there is another similar word to replace it, namely opportunities. The meaning of those word is the same but the words are different. Another example of synonym can be found in the following explanation:

The university is currently transforming its **campus** as part of a £775M development plan. (Datum 14)

The example has the same thing like the previous example that is the researcher found synonym. The synonym is showed between the word ‘university’ and ‘campus’. That word has same meaning in the sentence. Another example as follows:

Postgraduate students will benefit from research and teaching labs and advanced conservation studios alongside search and seminar **rooms**, a digital film archive, dedicated postgraduate study **space**, a conference suite and library. (Datum 28)

From the example, the researcher found synonym. The synonym showed between the word ‘rooms’ and ‘space’. That word has same meaning in the content.

4.1.2.1.3 Hyponym

Another type of reiteration is hyponym. The researcher found 30 data of hyponym in the postgraduate prospectus. The example of reiteration is hyponym that exist in the following example:

You’ll be following in **the footsteps** of world changers, from the pioneer of television, **John Logie Baird**, to the pre-eminent scientist of the 19th century, **Lord Kelvin**, as well as seven Nobel Prize laureates. (Datum 2)

In the sentence above, hyponym is signaled by the words ‘the footsteps’ which consist of ‘John Logie Baird and Lord Kelvin’. From those words, the footsteps is general terms of John Logie Baird and Lord Kelvin. The general term of word is considered as hyponym because John Logie Baird is actually the pioneer of television meanwhile Lord Kelvin is Nobel Prize laureates which are the footsteps of world changers. Another example of hyponym is in the following explanation.

The West End is overflowing with a range of eateries offering cuisine from **around the globe**, from **Japanese and Indian to Greek and French**. (Datum 71)

In the example above, hyponym is signaled by the phrase ‘around the globe’ which consist of ‘Japanese and Indian to Greek and French’. The subordinate is Japanese and Indian to Greek and French while the superordinate from those words are ‘around the globe’. The next example occurs in datum 19:

The Queen Elizabeth University Hospital campus is now the largest hospital campus in Europe with **services for adults, children and maternity on a single site**, including world-class critical care, theatre and diagnostic services.

Based on the example above, hyponym is signaled by the word ‘services’ which consist of ‘adults, children and maternity on a single site’. This group of words is considered as hyponym because ‘adults, children and maternity on a single site’ is the specific terms of services provided by The Queen Elizabeth University Hospital campus.

4.1.2.1.4 Metonym

The next type of reiteration is metonym. The researcher found 16 data of metonym in postgraduate prospectus. The example is in the following explanation.

Glasgow’s location in the Central Belt makes it easy to explore Scotland’s other **cities**. Whether you fancy checking out the world’s largest arts festival in Edinburgh, uncovering Scotland’s finest concentration of historic buildings in Stirling or even trying to catch sight of the Loch Ness Monster near Inverness, you’ll be well placed to tour our beautiful **country**. (Datum 56)

In the example, the word ‘cities’ and ‘country’ could be replaced by another one asserting a part and whole relation meaning. The part meaning is ‘cities’ and

the whole meaning is 'country'. Thus, those two words are considered to have metonym relation. Another example of metonym can be found as follows:

A range of new postgraduate programmes has been developed for Kelvin Hall and existing programmes will be expanded and enhanced by **these innovative new facilities**, including **direct access to Hunterian and Kelvin Hall partner collections**. (Datum 30)

Based on the example, part and whole meaning relation is indicated by the words 'direct access to Hunterian and Kelvin Hall partner collections' and 'innovative new facilities'. Therefore, it means that 'direct access to Hunterian and Kelvin Hall partner collections' are the part of innovative new facilities. The next example of metonym occurs in datum 27:

This iconic Glasgow building, for many years a sporting and leisure venue and home to the Transport Museum, will be home to a partnership between the **University of Glasgow, Glasgow Museums, Glasgow Life and the Scottish Screen Archives** from the National Library of Scotland.

In the example, the part meaning is 'University of Glasgow, Glasgow Museums, Glasgow Life and the Scottish Screen Archives' and the whole meaning is 'this iconic Glasgow building'.

4.1.2.1.5 Antonym

The last type of reiteration found in postgraduate prospectus of University of Glasgow is antonym. The researcher found 21 data of antonym. The example of data is following:

We want you to be a success, both **now** and in the **future**. (Datum 3)

In the example, the words 'now' and 'future' are having opposite meaning.

Therefore, it is called antonym. Another example is as follows:

A £25M purpose-built Teaching & Learning Centre for training of **undergraduate** medical, **postgraduate** and nursing students alongside NHS staff. (Datum 21)

In the sentence, the word ‘undergraduate’ has the opposite meaning with the word ‘postgraduate’. In this case, the word ‘undergraduate’ means that college student studying for their first degree. Meanwhile, the word ‘postgraduate’ means that a person who has already held the first degree and someone who is pursuing further study or research. The next example is in datum 33:

Working in close collaboration with one another, the Collections students will explore historical and contemporary collections using **quantitative** and **qualitative** techniques derived from science, the arts and humanities; methodologies emerging from Big Data; and analysis from within medical disciplines.

In the example above, the word ‘quantitative’ and the word ‘qualitative’ have the opposite meaning. In this case, the word ‘quantitative’ is used to quantify the problem by way of generating numerical data. Meanwhile, the word ‘qualitative’ is used to gain an understanding of underlying opinions, reasons, and motivations.

4.1.2.2 Collocation

Collocation is the second type of lexical cohesion. It is a pair of words which has similar word meaning relation or it is closely associated with each other so it tends to occur in the same sentences. In this research, the researcher only found 2 data of collocation. The example is as follows:

The Queen Elizabeth University Hospital campus is now **the largest hospital campus in Europe** with services for adults, children and (Datum 19)

There is a collocation used in the example above, the phrase “*The Queen Elizabeth University Hospital campus*” is related to the phrase “*the largest hospital campus in Europe*”. It is because the phrase “*the largest hospital campus in Europe*” refers back to “*The Queen Elizabeth University Hospital campus*”.

Therefore, it can be seen that they are related to each other. Another example of collocation.

We understand that **financing** your studies and living costs can be a concern for many postgraduate students. At Glasgow we aim to provide our students with as much **financial** support as possible and continuously strive to expand our range of scholarships and bursaries for both UK/EU and international students. (Datum 106)

In the example above, the word ‘financing’ is a noun then the word ‘financial’ is an adjective which is associated with each other and occurs in the same surrounding.

4.2 Discussions

From the analysis above, the researcher found the types of grammatical cohesion and lexical cohesion in postgraduate prospectus of University of Glasgow.

Based on the result of the analysis it is revealed that postgraduate prospectus of University of Glasgow employs all the four types of grammatical cohesion which consist of reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal).

First kind of grammatical cohesion is reference. The mostly used reference is personal reference. It is indicated by the word *our, you, us, your, we, their, its, it, and them*. However *we* and *you* are the most commonly used in the postgraduate prospectus. This is because *we* is frequently used to refer back to the University of

Glasgow that is gives information about postgraduate prospectus to the readers.

While, *you* is frequently used to refer back to the readers who need information about postgraduate prospectus of university of Glasgow.

The next type of reference is demonstrative reference. It is commonly used in the postgraduate prospectus which is indicated by the word *the, this, these, those, that, there, here, and now*. Actually, definite article *the* frequently occurs in the postgraduate prospectus which to specify referent in order to ease the reader to understand the postgraduate prospectus. In addition, by using definite article *the* the writers of postgraduate prospectus can create a good relation between one idea to the previous idea.

The last type of reference is comparative reference. There are two types of comparative reference found in the postgraduate prospectus. The first type of comparative reference found is general comparison that is by the word *such, other, equality, different, same, like, and another*. The word *other* is used because to distinguish between some objects or something else. The second type of comparative reference is particular comparison. It is expressed by the word *more* which is used to compare some objects that exist in the postgraduate prospectus.

The other type of grammatical cohesion found is substitution. Only one type of substitution is found in the postgraduate prospectus. It is nominal substitution which by the word *one*. There are 11 data are found which belong to the same word named *one*. All the word *one* are used to replace object. In the analysis, the researcher gives some examples of nominal substitution. The first example in datum 10 “the university library has one of the largest collections of books in Europe”, the

word 'one' is used to substitute the word collections. The second occurs in datum 39 "we are proud to provide our students with the custom-built Queen Elizabeth Teaching and Learning Centre at the heart of one of the largest acute hospitals in Europe", the word 'one' is replace substitutes hospitals.

Another type of grammatical cohesion is ellipsis. The researcher only found one type of ellipsis which is nominal ellipsis. The University uses ellipsis in postgraduate prospectus especially for objects which have been mentioned previously.

The last type of grammatical cohesion found in postgraduate prospectus is conjunction. The researcher found all the type of conjunction. In the analysis, the conjunction that mostly used one is additive. It appears in some words like *and*, *or*, *in addition*, and *furthermore*. However, the word *and* is the mostly employed one in the postgraduate prospectus. The consideration employing the word *and* rather other conjunction because it is commonly used conjunction which indicates additional information for certain idea.

The next type of conjunction found is adversative conjunction. It consists of some words namely *but*, *only*, *in fact*, *however*, *although*, and *while*. In this case, the word *while* is mostly used in postgraduate prospectus. It is used to connect the previous sentence with the next one.

Another type of conjunction is causal conjunction. Only one kind of causal conjunction that found in postgraduate prospectus namely the word *then*. For example in data "If you like some fresh air in your fitness regime then you're in the right place". The word *then* in the example has cause-effect relation. In the

preceding sentence, it gives an explanation that if you like some fresh air in your fitness regime so you can feel what the effect of it.

The last type of conjunction found in postgraduate prospectus is temporal conjunction. It consists of *the same time*, *until*, and *the first*. One example of temporal conjunction is in datum 81, “with so many activities to try out and plenty of post-exertion socialising opportunities available, you can get fit and have fun at the same time”. That sentence shows that *at the same time* can perform the activities and take pleasure in that time as well.

In the postgraduate prospectus there are also lexical cohesion which covers reiteration (repetition, synonym, hyponym, metonym, antonym) and collocation. All the type of reiteration were found in the postgraduate prospectus. The most dominant reiteration in source data is repetition. The repetition is employed frequently because the repeated items can be in the form of single word or phrase which become the key word of the postgraduate prospectus.

The second type of reiteration is synonym. Synonym is replacing one word with another word having similar meanings. Using synonym in the postgraduate prospectus is better rather than frequently repeating the same words or phrases in the same discourse. This is also used to create variation in terms of words in the postgraduate prospectus.

The next type of reiteration is hyponym. Hyponym is general and specific relation. In the postgraduate prospectus, there are a lot of words that can be replaced by another one having general and specific meaning relation. For example in datum 71, “The West End is overflowing with a range of eateries offering cuisine from

around the globe, from Japanese and Indian to Greek and French. In that sentence, the connection can be recognized from the use of around the globe, which is Japanese and Indian to Greek and French are the groups of around the globe.

Another type of reiteration is metonymy. Metonymy is the connection due to part and whole meaning relation. In the postgraduate prospectus shows that there are many metonymy which is used to replace certain word with another one indicating a part and whole meaning.

The last type of reiteration is antonymy. Antonymy is two expressions having opposite meanings. The postgraduate prospectus is using antonymy to compare between two objects. It is used to show different quality of the objects compared.

Besides reiteration, the researcher found another type of lexical cohesion namely collocation. In collocation, there are only two data found in the postgraduate prospectus. Those data are associated with each other.

Related to the previous studies, the result of this present study differs from those two previous studies. Compared to the first previous study, entitled "A study on the cohesion used in the expository essay of English literature students" by Hidayanto (2015), the selection of object is difference to both studies. The object used in the previous study is essays written by third semester students, while the present study took the data from the postgraduate prospectus. Besides, both of them used grammatical and lexical cohesion in their research which is the result is different with regard to grammatical cohesion, in the previous study, the researcher found reference (personal, demonstrative, comparative), substitution (nominal),

ellipsis (nominal, verbal, clausal), conjunction (additive, adversative, causal, temporal), while in the present study, the researcher found reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal). Meanwhile in lexical cohesion the previous study only found reiteration (repetition, synonym, hyponym, metonym, antonym), while the present study found both reiteration (repetition, synonym, hyponym, metonym, antonym) and collocation.

The second previous study is from Setyowati (2009) entitled "A study of cohesive devices found in the main character's utterances of drama "Macbeth" by William Shakespeare". The difference that can be seen from both previous study and present study is only about the selection of object. The previous study took the main character's utterances of drama, while the present study uses postgraduate prospectus. The results of both studies are different. In the previous study, the researcher found reference (personal, demonstrative, comparative), substitution (nominal, clausal), ellipsis (verbal), conjunction (additive, adversative, causal, temporal), while in the present study, the researcher found reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal), while in the present study, the researcher found reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal).

Whereas in terms of its lexical cohesion, the previous study and the present study found both reiteration and collocation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains two aspects. The first is conclusion obtained from the finding and discussion and the second is suggestion for the next researchers who plan to conduct researches in the same field.

5.1 Conclusion

This research was conducted to identify the types of cohesive device in postgraduate prospectus of university of Glasgow. This study employed two theories to find the two formulated research problems namely types of grammatical cohesion by Halliday and Hasan (1976) and types of lexical cohesion by Renkema (2004).

Based on a thorough analysis, the researcher found all the types of grammatical cohesion and lexical cohesion in the postgraduate prospectus of university of Glasgow. Those are reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal), conjunction (additive, adversative, causal, temporal). Meanwhile in lexical cohesion, there are reiteration (repetition, synonym, hyponym, metonym, antonym) and collocation.

In grammatical cohesion, reference is divided into three types, namely personal reference, demonstrative reference and comparative reference. Personal reference existed in the postgraduate prospectus. It used to refer to person, something or object by specifying its function in the context. Next, demonstrative reference also existed in the postgraduate prospectus. It is applied in order to

identify the referent by locating it on a scale of proximity whether it refers to location of a process in a space or time or location of something, person or object that is participating in the process. Then, comparative reference is also found in the postgraduate prospectus. It is used to refer to person, something or object by expressing comparison of the two items may be the same, similar or different. In the postgraduate prospectus, the substitution and ellipsis can only be found in one type. Three types of substitution found is only nominal substitution while three types of ellipsis found is only nominal ellipsis. Furthermore, a conjunction occurrence is comprises four types of conjunction namely, additive conjunction, adversative conjunction, temporal conjunction and causal conjunction. Additive conjunction occurrences in the postgraduate prospectus, which is used to connect two sentences which the following sentence to add information from the previous sentence. Next, adversative conjunction also exists in the postgraduate prospectus. It is applied in order to contrast two sentences. Temporal conjunction also exists in the postgraduate prospectus. It is applied in order to link two or more sentences which are in ordered. The last of grammatical cohesion is causal conjunction. It is used to link two or more sentences dealing with causes containing result, reason or purpose in one of the sentence.

In contrast with grammatical cohesion, lexical cohesion is divided into two categories namely reiteration and collocation. The first is reiteration containing five types of reiteration namely repetition, synonym, hyponym, metonym, and antonym.

Repetition also occurred in the postgraduate prospectus which is used to repeat the same word. Synonym also existed in the postgraduate prospectus. It is applied in

order to use another related word that is nearly the same in meaning. Next, hyponym is used by applying the related word having general and specific meaning. Then, metonym is used by applying the related word which has a part and whole meaning.

The last of reiteration is antonym found in the postgraduate prospectus. It is applied in order to link two expressions having opposite meaning. The second is collocation, which also occurs in the postgraduate prospectus. It is characterized by closely associated with each other tending to occur in the same sentence.

Overall, grammatical cohesion is mostly used in the postgraduate prospectus. One of the types of grammatical cohesion is reference mainly personal reference which is mostly found in the postgraduate prospectus. Meanwhile, substitution and ellipsis are rarely occurred in the postgraduate prospectus. It means that substitution and ellipsis are hardly occurred in the postgraduate prospectus. Therefore, reference is the most important to guide the reader understand to the point of the postgraduate prospectus.

5.2 Suggestion

The researcher gives suggestion to the next researchers who have the same interest in the study of cohesive devices. The researcher hopes that the result of this research can lead the next researchers who conduct a research in the same field as the reference or comparison that might be relevant to their researches.

Hopefully, next researchers can use more and better samples since it will be worth covering the weaknesses of this research.

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APPENDICES

Appendix 1: Grammatical Cohesion

No	Code	Sentences	Grammatical Cohesion			
			Reference	Substitution	Ellipsis	Conjunction
1	P3.C1.L2	Join a research community of 3,000 research <u>and</u> (1) teaching staff				(1) Additive
2	P3.C1.L2	81% of <u>our</u> (1) research judged to be internationally excellent	(1) Personal			
3	P3.C1.L2	Annual research income of <u>more</u> (1) than £ 181m	(1) Comparative			
4	P3.C1.L4	Dedicated postgraduate club <u>and</u> (1) library study space				(1) Additive
5	P5.C2.L3	<u>You</u> 'll (1) be following in <u>the</u> (2) footsteps of world changers	(1) Personal (2) Demonstrative			
6	P5.C2	Join <u>us</u> (1) <u>and</u> (2) make <u>your</u> (3) mark	(1) Personal (3) Personal			(2) Additive
7	P6.C3.L1	<u>We</u> (1) want <u>you</u> (2) to be success	(1) Personal (2) Personal			
8	P6.C3.L1-L3	<u>We</u> (1) can help <u>you</u> (2) to build <u>your</u> (3) skills, make relevant connections with academic <u>and</u> (4) industry experts <u>and</u> (5) prepare <u>you</u> (6) for <u>your</u> (7) chosen career.	(1) Personal (2) Personal (3) Personal (6) Personal (7) Personal			(4) Additive (5) Additive
9	P6.C3.L3-L4	At Glasgow <u>we</u> (1) understand the importance of creating a world-class environment where <u>you</u> (2) can feel inspired.	(1) Personal (2) Personal			
10	P6.C3.S1.L2-L4	<u>The</u> (1) university library has <u>one</u> (2) of the <u>largest</u> (3) collections of books in Europe	(1) Demonstrative (3) Comparative	(2) Nominal		
11	P6.C3.S1.L6	Dedicated postgraduate study space 2,5 million books <u>and</u> (1) journals				(1) Additive
12	P6.C3.S1.L8	<u>More</u> (1) than 30,000 electronic journals	(1) Comparative			
13	P6.C3.S1.L9-L10	Comfortable individual group <u>and</u> (1) study space <u>and</u> (2) hundreds of PCs				(1) Additive (2) Additive
14	P6.C3.S1.L11-L12	Café providing a relaxed learning <u>and</u> (1) study space				(1) Additive
15	P6.C3.S1.L15-L18	<u>You</u> 'll (1) find rare books, manuscripts <u>and</u> (2) early photographs, covering most branches of the arts, sciences <u>and</u> (3) medicine	(1) Personal			(2) Additive (3) Additive
16	P6.C3.S1.L19	<u>More</u> (1) than 200,000 manuscript items	(1) Comparative			

17	P6.C3.S1.L23-L26	<u>More</u> (1) than 1000 collections spanning over seven centuries <u>and</u> (2) a large collection of business records, <u>our</u> (3) university Archives offer a unique heritage resource to students.	(1) Comparative (3) Personal			(2) Additive
18	P6.C3.S1.L27-L30	<u>We</u> (1) hold important collection of records, reflecting the contribution that the University <u>and</u> (2) Scottish business have made to the world.	(1) Personal			(2) Additive
19	P6.C3.S2	<u>Build your</u> (1) career	(1) Personal			
20	P6.C3.S2.L1	<u>Our</u> (1) careers service can offer <u>you</u> (2)	(1) Personal (2) Personal			
21	P6.C3.S2.L4-L6	Access to thousands of potential employers for work experience, internships <u>and</u> (1) jobs				(1) Additive
22	P6.C3.S2.L7-L8	Training <u>and</u> (1) coaching in job-hunting techniques				(1) Additive
23	P6.C3.S2.L9-L10	Help to build <u>your</u> (1) CV <u>and</u> (2) job applications	(1) Personal			(2) Additive
24	P6.C3.S2.L11-L13	<u>We</u> (1) can also provide opportunities to meet global recruiters on campus	(1) Personal			
25	P6.C3.S2.L14-L15	Link to postgraduate study in the UK <u>and</u> (1) overseas				(1) Additive
26	P6.C3.S2.L16-L18	An online career management system that alerts <u>you</u> (1) to jobs relevant to <u>your</u> (2) career interests.	(1) Personal (2) Personal			
27	P6.C3.S2.L20-L23	<u>You</u> (1) can benefit from the experience of an extensive network of 120,000 alumni spanning over 180 countries even before <u>you</u> (2) graduate	(1) Personal (2) Personal			
28	P6.C3.S2.L23-L28	<u>Our</u> (1) career alumni network offers <u>you</u> (2) <u>the</u> (3) chance to interact with <u>our</u> (4) alumni both virtually <u>and</u> (5) in person, providing networking opportunities <u>and</u> (6) access to first-hand information on where a degree from Glasgow can take <u>you</u> (7)	(1) Personal (2) Personal (3) Demonstrative (4) Personal (7) Personal			(5) Additive (6) Additive
29	P6.C3.S3.L1-L5	<u>Our</u> (1) student service enquiry team is <u>here</u> (2) to help <u>you</u> (3) make the most of <u>your</u> (4) time at Glasgow, from Council Tax queries to appointments with <u>our</u> (5)	(1) Personal (2) Demonstrative (3) Personal (4) Personal (5) Personal			

		International Student Advisers.				
30	P6.C3.S3.L5-L11	We (1) can offer assistance with <u>your</u> (2) student record, appointments <u>and</u> (3) access to student support services, guidance on services available to <u>you</u> (4), a place to visit if <u>you</u> 're (5) not sure who can help	(1) Personal (2) Personal (4) Personal (5) Personal			(3) Additive
31	P6.C3.S4.L1-L4	We (1) offer personal <u>and</u> (2) professional development opportunities to support <u>you</u> (3) in <u>your</u> (4) journey to become researchers <u>and</u> (5) leaders in <u>your</u> (6) fields.	(1) Personal (3) Personal (4) Personal (6) Personal			(2) Additive (5) Additive
32	P6.C3.S4.L5-L14	Training programmes provided by <u>our</u> (1) graduate schools can help <u>you</u> (2) to manage <u>your</u> (3) time <u>and</u> (4) <u>your</u> (5) research, develop presentation, public engagement <u>and</u> (6) enterprise skills, develop skills in conference organization <u>and</u> (7) academic publication	(1) Personal (2) Personal (3) Personal (5) Personal			(4) Additive (6) Additive (7) Additive
33	P6.C3.S4.L15-L16	We (1) recommend that <u>our</u> (2) researchers take part in two weeks of skills training each year	(1) Personal (2) Personal			
34	P6.C3.S5.L1-L3	The Hunterian is the university's museum <u>and</u> (1) art gallery <u>and</u> (2) the <u>oldest</u> (3) public museum in Scotland	(3) Comparative			(1) Additive (2) Additive
35	P8.C4.L1-L2	The (1) university is currently transforming <u>its</u> (2) campus as part of a £775M development plan	(1) Demonstrative (2) Personal			
36	P8.C4.S1	Teaching <u>and</u> (1) learning centre at Queen Elizabeth University Hospital				(1) Additive
37	P8.C4.S1.L1-L6	The University of Glasgow has a long <u>and</u> (1) proud history of outstanding achievements in teaching medical students, researching <u>our</u> (2) understanding of disease <u>and</u> (3) developing new treatments.	(2) Personal			(1) Additive (3) Additive
38	P8.C4.S1.L7-L13	The (1) University continues <u>this</u> (2) tradition of medical excellence <u>and</u> (3) innovation today, with <u>one</u> (4) of the	(1) Demonstrative (2) Demonstrative (5) Comparative	(4) Nominal		(3) Additive (6) Additive (7) Additive (8) Additive

		largest (5) and (6) most prestigious and (7) world-leading clinical research across cancer, cardiovascular, infectious and (8) inflammatory diseases.				
39	P8.C4.S1.L14-L17	We (1) are proud to provide our (2) students with the custom-built Queen Elizabeth Teaching and (3) Learning Centre at the heart of one (4) of the largest (5) acute hospitals in Europe.	(1) Personal (2) Personal (5) Comparative	(4) Nominal		(3) Additive
40	P8.C4.S1.L18-L25	Working in partnership with NHS Greater Glasgow & Clyde, our (1) students will benefit from Queen Elizabeth University Hospital's state-of-the-art clinical environment, while (2) our (3) researchers continue to develop innovative medicines and (4) technologies to transform the treatment of patients and (5) prevention of disease.	(1) Personal (3) Personal			(2) Adversative (4) Additive (5) Additive
41	P8.C4.S1.L26-L31	The Queen Elizabeth University Hospital campus is now (1) the largest (2) hospital campus in Europe with services for adults, children and (3) maternity on a single site, including world-class critical care, theatre and (4) diagnostic services	(1) Demonstrative (2) Comparative			(3) Additive (4) Additive
42	P8.C4.S2.L1-L4	Teaching & clinical research facilities With the NHS, the University of Glasgow has led the development of new teaching and (1) clinical research facilities at the Queen Elizabeth University Hospital.				(1) Additive
43	P8.C4.S3.L1-L3	Our (1) custom-built Teaching & Learning Centre will be home to the following postgraduate taught programmes	(1) Personal			
44	P9.C4.S5.L1-L3	The Hunterian, with over 1.3 million objects, is its (1) collections, is one (2) of the world's finest (3) university museums.	(1) Personal (3) Comparative	(2) Nominal		

45	P9.C4.S5.L14-L17	The city of Glasgow <u>and</u> (1) national institutions providing a flagship for knowledge exchange <u>and</u> (2) object-led education in the arts, social sciences and sciences.				(1) Additive (2) Additive
46	P9.C4.S5.L18-L25	<u>This</u> (1) iconic Glasgow building, for many years a sporting and leisure venue <u>and</u> (2) home to the Transport Museum, will be home to a partnership between the University of Glasgow, Glasgow Museums, Glasgow Life <u>and</u> (3) the Scottish Screen Archives from the National Library of Scotland.	(1) Demonstrative			(2) Additive (3) Additive
47	P9.C4.S5.L25-L29	The new facilities will be the first of <u>its</u> (1) kind in the UK to enjoy the benefits of a unique combination of research, cultural heritage, civic, educational, media, sport <u>and</u> (2) commercial activities under one roof.	(1) Personal			(2) Additive
48	P9.C4.S6.L1-L6	Postgraduate students will benefit from research <u>and</u> (1) teaching labs <u>and</u> (2) advanced conservation studios alongside search <u>and</u> (3) seminar rooms, a digital film archive, dedicated postgraduate study space, a conference suite <u>and</u> (4) library.				(1) Additive (2) Additive (3) Additive (4) Additive
49	P9.C4.S6.L6-L9	<u>The</u> (1) centre will also provide sports facilities courtesy of Glasgow Life <u>and</u> (2) a café on-site for <u>those</u> (3) who are looking for a study break	(1) Demonstrative (3) Demonstrative			(2) Additive
50	P9.C4.S6.L10-L22	To develop collaborative research activity <u>and</u> (1) public programming around multiple collections, The Hunterian is a partner in the Kelvin Hall development with Glasgow Museums, which will house <u>more</u> (2) than 400,000 history, archaeology, ethnographic <u>and</u> (3) design objects at Kelvin Hall, including the	(2) Comparative (5) Personal			(1) Additive (3) Additive (4) Additive (6) Additive (7) Additive

		Mackintosh tearooms; <u>and</u> (4) the Scottish Screen Archive of the National Library for Scotland, with <u>its</u> (5) 100 years of Scottish history on film <u>and</u> (6) video offering exciting opportunities for screenings <u>and</u> (7) related public events				
51	P9.C4.S7.L1-L6	A range of new postgraduate programmes has been developed for Kelvin Hall <u>and</u> (1) existing programmes will be expanded and enhanced by <u>these</u> (2) innovative new facilities, including direct access to Hunterian <u>and</u> (3) Kelvin Hall partner collections.	(2) Demonstrative			(1) Additive (3) Additive
52	P9.C4.S9.L6-L9	Working in close collaboration with <u>one</u> (1) <u>another</u> (2), the Collections students will explore historical <u>and</u> (3) contemporary collections using quantitative <u>and</u> (4) qualitative techniques <u>and</u> (5) humanities; methodologies emerging from Big Data; <u>and</u> (6) analysis from within medical disciplines.	(2) Comparative	(1) Nominal		(3) Additive (4) Additive (5) Additive (6) Additive
53	P10.C5.L1-L2	Living in residences is a great way to make new friends <u>and</u> (1) settle in quickly to life at the University of Glasgow.				(1) Additive
54	P10.C5.L2-L4	The Residential Services office is <u>here</u> (1) to help <u>you</u> (2) find a suitable place to live <u>and</u> (3), providing you've (4) applied for residence before 22 August, <u>we</u> (5) can guarantee a place in <u>our</u> (6) university residences.	(1) Demonstrative (2) Personal (4) Personal (5) Personal (6) Personal			(3) Additive
55	P10.C5.S2.L6-L8	For up-to-date prices for all <u>our</u> (1) residences, see <u>www.glasgow.ac.uk/postgraduate/accommodation/fees</u>	(1) Personal			
56	P10.C5.S3.L1-L3	<u>You</u> (1) have options in six residences, located between a two-minute <u>and</u> (2) a 25-	(1) Personal (3) Personal			(2) Additive

		minute walk from <u>our</u> (3) main Gilmorehill campus.			
57	P10.C5.S3.L1 8-L20	<u>You</u> (1) can compare the facilities online at: www.glasgow.ac.uk/postgraduate/accommodation	(1) Personal		
58	P10.C5.S4.L1 -L4	As soon as <u>you</u> 've (1) accepted <u>your</u> (2) offer of study, <u>you</u> (3) can apply online: www.glasgow.ac.uk/postgraduate/accommodation/apply	(1) Personal (2) Personal (3) Personal		
59	P10.C5.S4.L6 -L7	<u>We</u> (1) offer a small number of furnished self-contained flats for couples <u>or</u> (2) families	(1) Personal		(2) Additive
60	P10.C5.S4.L9 -L12	Please contact <u>one</u> (1) of <u>our</u> (2) Student Disability Advisers to discuss any special requirements <u>you</u> (3) have as soon as possible.	(2) Personal (3) Personal	(1) Nominal	
61	P10.C5.S4.L1 5-L17	If <u>you</u> 'd (1) prefer to find accommodation through a private landlord, <u>we</u> (2) can offer advice <u>and</u> (3) help.	(1) Personal (2) Personal		(3) Additive
62	P10.C5.S4.L1 7-L19	Register online to search <u>our</u> (1) private accommodation database at www.glasgowpad.org	(1) Personal		
63	P12.C6.L1- L4	Whether <u>you</u> (1) enjoy music, media, sport, student politics <u>or</u> (2) simply <u>like</u> (3) socialising, becoming a member of one of Glasgow's societies, unions <u>or</u> (4) teams can be a great way to pursue <u>your</u> (5) passions, meet like-minded people <u>and</u> (6) boost <u>your</u> (7) employability.	(1) Personal (3) Comparative (5) Personal (7) Personal		(2) Additive (4) Additive (6) Additive
64	P12.C6.S1.L1 -L2	All of <u>our</u> (1) students can use two unions, each with <u>their</u> (2) own personality <u>and</u> (3) facilities.	(1) Personal (2) Personal		(3) Additive
65	P12.C6.S1.L1 8-L23	Queen Margaret Union (QMU) is 125 years old in 2015. <u>It</u> (1) has four bars, a café <u>and</u> (2) a shop. <u>It</u> (3) hosts new music, local bands, big name acts, student-run club nights <u>and</u> (4) a variety of events from quizzes to open mic nights.	(1) Personal (3) Personal		(2) Additive (4) Additive
66	P12.C6.S1.L2 6-L27	QMU is well known for charity fundraising <u>and</u> (1) campaigning on campus.			(1) Additive

67	P12.C6.S1.L3 -L32	QMU also produces a regular magazine <i>Qmunicate</i> <u>and</u> (1) <u>we</u> (2) encourage a diverse range of contributions.	(2) Personal		(1) Additive
68	P12.C6.S2.L1 -L4	<u>Our</u> (1) Gilchrist Postgraduate Club provides a casual <u>and</u> (2) relaxed environment to meet friends, participate in group study <u>or</u> (3) take a well-earned break	(1) Personal		(2) Additive (3) Additive
69	P12.C6.S2.L4 -L8	Facilities include a seminar room for meetings <u>or</u> (1) presentations, study booths with integrated TV screens <u>and</u> (2) a café/bar with barista coffee <u>and</u> (3) tea			(1) Additive (2) Additive (3) Additive
70	P12.C6.S3.L1 -L4	<u>Our</u> (1) Students' Representative Council voices <u>your</u> (2) opinions to the decision makers by campaigning <u>and</u> (3) sitting on all the major University committees	(1) Personal (2) Personal		(3) Additive
71	P12.C6.S3.L4 -L7	<u>It's</u> (1) run by students for students <u>and</u> (2) each year <u>you</u> (3) can vote for <u>the</u> (4) candidates <u>you</u> (5) want to represent <u>you</u> (6), <u>or</u> (7) stand for office yourself	(1) Personal (3) Personal (4) Demonstrative (5) Personal (6) Personal		(2) Additive (7) Additive
72	P12.C6.S4.L1 -L4	Student societies provide a great way to make new friends <u>while</u> (1) doing something <u>you</u> (2) enjoy, whether <u>it's</u> (3) a new hobby <u>or</u> (4) a lifelong interest.	(2) Personal (3) Personal		(1) Adversative (4) Additive
73	P12.C6.S4.L4 -L7	<u>We</u> (1) have over 250 clubs <u>and</u> (2) societies to choose from, <u>such</u> (3) as Dancemania, Creative Writing <u>and</u> (4) the Politics Society.	(1) Personal (3) Comparative		(2) Additive (4) Additive
74	P12.C6.S4.L7 -L9	If <u>you</u> (1) still can't find a society that interests <u>you</u> (2), <u>it's</u> (3) really easy to start <u>your</u> (4) own <u>one</u> (5)	(1) Personal (2) Personal (3) Personal (4) Personal	(5) Nominal	
75	P12.C6.S6.L1 -L5	Do <u>you</u> (1) sing, compose <u>or</u> (2) play an instrument? Glasgow is the UK's <u>only</u> (3) UNESCO City of Music, <u>and</u> (4) <u>our</u> (5) students <u>and</u> (6) staff run a wide range of music groups that <u>you</u> (7) can join.	(1) Personal (5) Personal (7) Personal		(2) Additive (3) Adversative (4) Additive (6) Additive
76	P12.C6.S6.L5 -L7	If <u>you</u> (1) love to listen, <u>you'll</u> (2) enjoy <u>our</u> (3) range	(1) Personal (2) Personal		

		of performances, including <u>our</u> (4) popular Thursday lunchtime concerts.	(3) Personal (4) Personal		
77	P14.C7.L1-L2	Whether <u>you</u> 're (1) a world-class athlete <u>or</u> (2) new to exercise, <u>we</u> (3) have the facilities <u>and</u> (4) expertise to keep <u>you</u> (5) motivated.	(1) Personal (3) Personal (5) Personal		(2) Additive (4) Additive
78	P14.C7.L2-L3	What else would <u>you</u> (1) expect from the host city of the 2014 Commonwealth Games?	(1) Personal		
79	P14.C7.S1.L1-L2	From the serious to the social side of sport, <u>we</u> (1) love <u>it</u> (2) all at Glasgow.	(1) Personal (2) Personal		
80	P14.C7.S1.L2-L5	<u>We</u> (1) have <u>more</u> (2) than 15,000 members of <u>our</u> (3) sports facilities <u>and</u> (4) approximately 4,000 students participate in <u>our</u> (5) 49 <u>different</u> (6) sports clubs.	(1) Personal (2) Comparative (3) Personal (5) Personal (6) Comparative		(4) Additive
81	P14.C7.S1.L6-L9	With so many activities to try out <u>and</u> (1) plenty of post-exertion socialising opportunities available, <u>you</u> (2) can get fit <u>and</u> (3) have fun <u>at the same time</u> (4)	(2) Personal		(1) Additive (3) Additive (4) Temporal
82	P14.C7.S2.L1-L2	If <u>you</u> (1) like some fresh air in <u>your</u> (2) fitness regime <u>then</u> (3) <u>you</u> 're (4) in the right place.	(1) Personal (2) Personal (4) Personal		(3) Clausal
83	P14.C7.S2.L2-L7	Clubs such as the Hares <u>and</u> (1) Hounds offer road, cross-country <u>and</u> (2) hill-training runs for all standards, <u>or</u> (3) <u>you</u> (4) could tackle some of Scotland's fantastic mountain trails with the cycling club.	(4) Personal		(1) Additive (2) Additive (3) Additive
84	P14.C7.S2.L7-L9	<u>You</u> (1) could even find yourself skydiving, surfing, snowboarding <u>or</u> (2) potholing in Scotland <u>and</u> (3) beyond.	(1) Personal		(2) Additive (3) Additive
85	P14.C7.S3.L1-L2	<u>Our</u> (1) two purpose-built facilities are open seven days a week, early until late.	(1) Personal		
86	P14.C7.S4.L1-L9	With excellent facilities for team sports at the University's Garscube Sports Complex <u>and</u> (1) a number of friendly clubs open to new members, <u>you</u> (2) could find yourself participating in, among <u>others</u> (3): American football, basketball, rowing.	(2) Personal (3) Comparative		(1) Additive

		cricket, curling, football, golf, hockey, netball, rugby, volleyball – even ultimate frisbee.			
87	P14.C7.S4.L9-L10	Many of <u>our</u> (1) teams compete against the best in the UK with great success.	(1) Personal		
88	P14.C7.S5.L1-L4	If <u>you</u> 're (1) a talented athlete in training, <u>we</u> (2) offer a range of services to support <u>you</u> (3), as well as sports bursaries <u>and</u> (4) scholarships.	(1) Personal (2) Personal (3) Personal		(4) Additive
89	P14.C7.S6.L1-L2	<u>We</u> 're (1) spending <u>more</u> (2) than £10m to extend <u>our</u> (3) current sporting facilities	(1) Personal (2) Comparative (3) Personal		
90	P14.C7.S6.L3-L9	<u>This</u> (1) will include: · a sports hall with viewing gallery · expansion of <u>our</u> (2) cardiovascular, muscle-conditioning <u>and</u> (3) stretching facilities · increased exercise space including a martial arts studio.	(1) Demonstrative (2) Personal		(3) Additive
91	P16.C8.L3-L4	With Glasgow as a base, <u>you</u> 'll (1) be in the ideal location to explore the length <u>and</u> (2) breadth of the country	(1) Personal		(2) Additive
92	P16.C8.S1.L1-L3	Glasgow's location in the Central Belt makes <u>it</u> (1) easy to explore Scotland's <u>other</u> (2) cities.	(1) Personal (2) Comparative		
93	P16.C8.S1.L3-L9	Whether <u>you</u> (1) fancy checking out the world's <u>largest</u> (2) arts festival in Edinburgh, uncovering Scotland's <u>finest</u> (3) concentration of historic buildings in Stirling <u>or</u> (4) even trying to catch sight of the Loch Ness Monster near Inverness, <u>you</u> 'll (5) be well placed to tour <u>our</u> (6) beautiful country.	(1) Personal (2) Comparative (3) Comparative (5) Personal (6) Personal		(4) Additive
94	P16.C8.S3.L1-L3	If <u>you</u> (1) fancy exploring on foot, there are trails, routes, hill climbs <u>and</u> (2) mountain adventures to suit walkers of all levels	(1) Personal		(2) Additive
95	P16.C8.S4.L1-L5	Scotland has a thriving arts <u>and</u> (1) culture scene, from <u>its</u> (2) eclectic range of	(2) Personal (4) Personal (6) Personal		(1) Additive (3) Additive (5) Additive

		theatre <u>and</u> (3) dance to <u>its</u> (4) many blockbuster movie locations <u>and</u> (5) <u>its</u> (6) captivating art <u>and</u> (7) literary scene.				(7) Additive
96	P16.C8.S5.L5-L9	Whether <u>you</u> (1) decide to take part in watersport activities <u>or</u> (2) just go for a relaxing walk, keep <u>your</u> (3) eyes peeled for marine life in the waters <u>and</u> (4) seabirds flying overhead.	(1) Personal (3) Personal			(2) Additive (4) Additive
97	P16.C8.S6.L1-L3	Scotland is home to a wide variety of stunning parks <u>and</u> (1) gardens in the cities, countryside <u>and</u> (2) castle grounds.				(1) Additive (2) Additive
98	P16.C8.S6.L3-L8	Discover exotic species in <u>one</u> (1) of Scotland's many botanic gardens, enjoy the tranquillity of city parks, stroll in <u>the</u> (2) gardens of ancient castles <u>or</u> (3) wander through beautiful woodland gardens.	(2) Demonstrative	(1) Nominal		(3) Additive
99	P16.C8.S7.L1-L2	<u>These</u> (1) are just a few examples of what Scotland has to offer.	(1) Demonstrative			
100	P16.C8.S7.L2-L7	There is a whole host of activities to take part in, from mountain biking <u>and</u> (1) sailing to playing on world-famous golf courses <u>and</u> (2) living <u>it</u> (3) up at Scotland's biggest annual music festival, T in the Park	(3) Personal			(1) Additive (2) Additive
101	P18.C9.L2-L3	<u>It</u> (1) is easy to understand why Glasgow is firmly established as <u>one</u> (2) of Europe's most exciting destinations.	(1) Personal	(2) Nominal		
102	P18.C9.L4-L5	As the UK's third- <u>largest</u> (1) city <u>and</u> (2) <u>one</u> (3) of the world's top student destinations, Glasgow has loads to offer <u>you</u> (4) as a student.	(1) Comparative (4) Personal	(3) Nominal		(2) Additive
103	P18.C9.S1.L1-L3	<u>It's</u> (1) easy to travel around Glasgow, whether <u>you</u> (2) choose to walk, take the train, hop on a bus <u>or</u> (3) use the subway.	(1) Personal (2) Personal			(3) Additive
104	P18.C9.S1.L3-L7	<u>Our</u> (1) subway system is the third <u>oldest</u> (2) in the world <u>and</u> (3) is known locally as	(1) Personal (2) Comparative (4) Personal			(3) Additive

		'the Clockwork Orange'. <u>It</u> (4) connects <u>our</u> (5) main campus in the West End to the city centre in under 10 minutes.	(5) Personal		
105	P18.C9.S2.L1-L3	<u>It's</u> (1) no surprise that Glasgow is consistently voted the top place to shop in the UK outside London.	(1) Personal		
106	P18.C9.S2.L3-L7	The city's huge retail centre has a 'Style Mile' containing big-name shops <u>like</u> (1) Forever 21 <u>and</u> (2) the Apple Store, as well as designer outlets <u>and</u> (3) quirky vintage boutiques.	(1) Comparative		(2) Additive (3) Additive
107	P18.C9.S3.L1-L3	Following <u>our</u> (1) successful hosting of <u>the</u> (2) 2014 Commonwealth Games, <u>our</u> (3) sports facilities have never been <u>better</u> (4)	(1) Personal (2) Demonstrative (3) Personal (4) Comparative		
108	P18.C9.S3.L3-L8	From the Sir Chris Hoy Velodrome <u>and</u> (1) the national football stadium, Hampden Park, to an indoor snowboard <u>and</u> (2) ski slope (with real snow) <u>and</u> (3) ice arena, <u>you'll</u> (4) be spoilt for choice	(4) Personal		(1) Additive (2) Additive (3) Additive
109	P18.C9.S4.L1-L3	If <u>you</u> (1) are looking for somewhere to relax <u>and</u> (2) escape the city buzz, Glasgow has plenty of options.	(1) Personal		(2) Additive
110	P18.C9.S4.L4-L7	<u>In fact</u> (1), the city has <u>more</u> (2) green space per head of population than any <u>other</u> (3) European city, with over 90 parks <u>and</u> (4) public gardens.	(2) Comparative (3) Comparative		(1) Adversative (4) Additive
111	P18.C9.S4.L7-L8	Plenty of options to take <u>your</u> (1) study materials <u>or</u> (2) a good book outside!	(1) Personal		(2) Additive
112	P18.C9.S5.L1-L3	For culture vultures, there are <u>more</u> (1) than 20 museums <u>and</u> (2) art galleries to explore, with many offering free admission.	(1) Comparative		(2) Additive
113	P18.C9.S5.L6-L8	<u>The</u> (1) city is also host to several international festivals each year from Jazz <u>and</u> (2) Mela to Comedy <u>and</u> (3) Film.	(1) Demonstrative		(2) Additive (3) Additive
114	P18.C9.S6.L2-L7	Whether <u>you're</u> (1) after an amazing Asian kitchen <u>that's</u> (2) open <u>until</u> (3) 2.30am, a	(1) Personal (2) Demonstrative		(3) Temporal (4) Additive (5) Additive

		scoop of the creamiest Italian ice cream, <u>or</u> (4) a plate of haggis, neeps <u>and</u> (5) tatties – Scotland’s national dish – Glasgow won’t disappoint.			
115	P18.C9.S7.L1-L3	As the UK’s <u>only</u> (1) UNESCO City of Music, Glasgow is host to around 130 music events every week.			(1) Adversative
116	P18.C9.S7.L8-L11	Glasgow’s nightlife is unrivalled, with the city boasting <u>more</u> (1) than 700 bars, pubs <u>and</u> (2) nightclubs <u>and</u> (3) seven cinemas, including the <u>tallest</u> (4) in the world.	(1) Comparative (4) Comparative		(2) Additive (3) Additive
117	P18.C9.S7.L11-L13	There’s also an impressive mix of theatres, comedy clubs <u>and</u> (1) even themed cabaret clubs.			(1) Additive
118	P20.C10.L1-L3	<u>The</u> (1) University’s main campus is nestled within Glasgow’s cosy <u>and</u> (2) cultural West End, which is packed full of cafés, bars, vintage boutiques <u>and</u> (3) cultural attractions	(1) Demonstrative		(2) Additive (3) Additive
119	P20.C10.L11-L14	The West End is overflowing with a range of eateries offering cuisine from around the globe, from Japanese <u>and</u> (1) Indian to Greek <u>and</u> (2) French.			(1) Additive (2) Additive
120	P20.C10.L17-L22	For socialising, the quirky Hillhead Bookclub serves cocktails in gramophones <u>while</u> (1) offering a selection of retro video games, plus <u>you</u> (2) can even challenge <u>your</u> (3) friends to a game of ping-pong.	(2) Personal (3) Personal		(1) Adversative
121	P20.C10.L23-L27	A must-visit is student-friendly Ashton Lane, a charming cobbled lane full of character which is popular throughout the day <u>and</u> (1) also as a late-night stop, with a great choice of bars <u>and</u> (2) restaurants.			(1) Additive (2) Additive
122	P20.C10.L30-L33	Taking place over three weeks, <u>you</u> (1) can take <u>your</u> (2) pick from 400 events ranging from music <u>and</u> (3)	(1) Personal (2) Personal		(3) Additive (4) Additive

		theatre, to walks, talks <u>and</u> (4) community galas.			
123	P20.C10.L38-L41	Perfect for a welcome study break, the West End offers plenty of green spaces, <u>such</u> (1) as Kelvingrove Park <u>and</u> (2) the Botanic Gardens.	(1) Comparative		(2) Additive
124	P20.C10.L50-L55	<u>Furthermore</u> (1), <u>the</u> (2) park <u>now</u> (3) boasts the 2,500 capacity Kelvingrove Bandstand <u>and</u> (4) Amphitheatre which is host to a variety of open air events including live music <u>and</u> (5) dance, theatre <u>and</u> (6) spoken word recitals.	(2) Demonstrative (3) Demonstrative		(1) Additive (4) Additive (5) Additive (6) Additive
125	P20.C10.L56-L59	The West End is also home to <u>one</u> (1) of the most visited museums in the United Kingdom outside of London, <u>the</u> (2) Kelvingrove Art Gallery <u>and</u> (3) Museum	(2) Demonstrative	(1) Nominal	(3) Additive
126	P20.C10.L60-L62	<u>The</u> (1) museum has 22 themed galleries displaying over 8,000 objects, plus entry is completely free.	(1) Demonstrative		
127	P22.C11.L1-L2	No matter how far <u>you</u> (1) travel to <u>us</u> (2), <u>we</u> 'll (3) help <u>you</u> (4) to feel at home in Glasgow	(1) Personal (2) Personal (3) Personal (4) Personal		
128	P22.C11.L2-L3	Glaswegians are famed for <u>their</u> (1) friendliness <u>and</u> (2) <u>we</u> (3) have a range of specialist staff dedicated to <u>your</u> (4) needs	(1) Personal (3) Personal (4) Personal		(2) Additive
129	P22.C11.L3-L5	From before <u>you</u> (1) begin <u>your</u> (2) journey to Glasgow, <u>we</u> (3) work hard to make sure that when <u>you</u> (4) arrive, <u>you</u> 'll (5) have the best experience possible	(1) Personal (2) Personal (3) Personal (4) Personal (5) Personal		
130	P22.C11.S1	Meet <u>us</u> (1) in <u>your</u> (2) own country	(1) Personal (2) Personal		
131	P22.C11.S1.L1-L4	Members of <u>our</u> (1) International Recruitment team travel throughout the world to attend exhibitions, offer information sessions <u>and</u> (2) interview candidates	(1) Personal		(2) Additive
132	P22.C11.S1.L4-L7	We (1) also have staff based in China, America, India, Nigeria <u>and</u> (2) Singapore who are <u>there</u> (3) to assist international applicants	(1) Personal (3) Demonstrative		(2) Additive

133	P22.C11.S1.L 7-L10	To find out where <u>we</u> (1) will be visiting <u>and</u> (2) contact details of <u>our</u> (3) in-country resident staff, see www.glasgow.ac.uk/international	(1) Personal (3) Personal			(2) Additive
134	P22.C11.S2.L 1-L5	During the application process <u>and</u> (1) <u>your</u> (2) preparations for travelling <u>here</u> (3), <u>our</u> (4) International Student Support team can give <u>you</u> (5) advice on any concerns <u>you</u> (6) have	(2) Personal (3) Demonstrative (4) Personal (5) Personal (6) Personal			(1) Additive
135	P22.C11.S3.L 1-L3	To help <u>you</u> (1) prepare for <u>your</u> (2) arrival at Glasgow, <u>we</u> (3) have an International Student Handbook full of useful facts <u>and</u> (4) information	(1) Personal (2) Personal (3) Personal			(4) Additive
136	P22.C11.S4.L 1-L3	Before <u>you</u> (1) are admitted to <u>the</u> (2) University, <u>we</u> (3) require <u>you</u> (4) to show competence in English	(1) Personal (2) Demonstrative (3) Personal (4) Personal			
137	P22.C11.S4.L 3-L5	<u>We</u> (1) set a minimum English language proficiency level <u>and</u> (2) accept qualifications from around the world	(1) Personal			(2) Additive
138	P22.C11.S4.L 21-L24	<u>We</u> (1) provide courses to help <u>you</u> (2) reach a proficiency level equivalent to the required IELTS score through <u>our</u> (3) English for Academic Study (EAS)	(1) Personal (2) Personal (3) Personal			
139	P22.C11.S4.L 25-L26	Pre-sessional EAS courses can last 5 – 40 weeks depending on <u>your</u> (1) entry level	(1) Personal			
140	P22.C11.S4.L 27-L30	<u>These</u> (1) courses have a strong study skills component <u>and</u> (2) focus on academic English to help <u>you</u> (3) adapt to the style of learning <u>and</u> (4) teaching at the University	(1) Demonstrative (3) Personal			(2) Additive (4) Additive
141	P22.C11.S4.L 31-L32	<u>You</u> (1) can find out more information at www.glasgow.ac.uk/efl	(1) Personal			
142	P22.C11.S4.L 33-L37	If <u>you</u> 'd (1) additional English language tuition once <u>you</u> 've (2) started <u>your</u> (3) academic course, <u>we</u> (4) also provide part-time language support classes, which are free of charge if <u>you</u> (5) pay	(1) Personal (2) Personal (3) Personal (4) Personal (5) Personal			

		the full international student fee				
143	P22.C11.S5.L1-L8	If <u>you</u> 're (1) an international student <u>but</u> (2) not quite ready to study at Glasgow, <u>our</u> (3) partner institution, Glasgow International College, offers pre-Masters programmes in business, engineering, law, science <u>and</u> (4) the social sciences to help <u>you</u> (5) achieve the required standards for admission to a range of one-year Masters programmes at the University.	(1) Personal (3) Personal (5) Personal			(2) Adversative (4) Additive
144	P22.C11.S6	Once <u>you</u> (1) are <u>here</u> (2)	(1) Personal (2) Demonstrative			
145	P22.C11.S6.L1-L4	<u>Our</u> (1) range of services <u>and</u> (2) social events have been designed to help <u>you</u> (3) immerse yourself in Scotland's culture <u>and</u> (4) enjoy <u>your</u> (5) time at university.	(1) Personal (3) Personal (5) Personal			(2) Additive (4) Additive
146	P22.C11.S6.L5-L7	<u>Our</u> (1) International Student Support team provides a dedicated advisory service for international students	(1) Personal			
147	P22.C11.S6.L7-L8	<u>We</u> (1) can help <u>you</u> (2) with non-academic <u>and</u> (3) welfare matters.	(1) Personal (2) Personal			(3) Additive
148	P22.C11.S6.L8-L12	During <u>the first</u> (1) few days of specified arrival periods in September <u>and</u> (2) January, <u>we</u> (3) set up a Welcome Desk on campus where <u>you</u> (4) can go with any questions <u>or</u> (5) concerns	(3) Personal (4) Personal			(1) Temporal (2) Additive (5) Additive
149	P22.C11.S6.L13-L14	<u>We</u> (1) also offer the following services for <u>you</u> (2) <u>and</u> (3) <u>your</u> (4) family	(1) Personal (2) Personal (4) Personal			(3) Additive
150	P22.C11.S6.L17-L20	Orientation programmes for <u>you</u> (1) and <u>your</u> (2) family on issues such as employment, health, childcare <u>and</u> (3) schools, <u>and</u> (4) driving in the UK	(1) Personal (2) Personal			(3) Additive (4) Additive
151	P22.C11.S7.L1-L4	<u>We</u> (1) were the first university in Scotland to appoint a careers adviser to develop specialist advice for <u>our</u> (2) international students	(1) Personal (2) Personal			
152	P24.C12.S1.L1-L4	If <u>you</u> (1) choose to study for a taught degree programme at	(1) Personal (2) Personal			(3) Additive

		Glasgow <u>you</u> (2) can work towards a Masters degree, a Postgraduate Diploma <u>or</u> (3) a Postgraduate Certificate.				
153	P24.C12.S1.L17-L20	With <u>more</u> (1) than 270 taught options to choose from, <u>you</u> (2) should be able to find a programme that matches <u>your</u> (3) interests	(1) Comparative (2) Personal (3) Personal			
154	P24.C12.S1.L20-L23	<u>You</u> (1) can find taught programme details within each individual college section which are <u>then</u> (2) split further by individual school <u>and</u> (3) research institutes	(1) Personal			(2) Causal (3) Additive
155	P24.C12.S2.L1-L5	Before starting <u>your</u> (1) application <u>we</u> (2) strongly recommend that <u>you</u> (3) review any relevant information for prospective postgraduate students on the web pages of the graduate school <u>you</u> (4) are applying to	(1) Personal (2) Personal (3) Personal (4) Personal			
156	P24.C12.S2.L6-L7	Applications are made via <u>our</u> (1) online application form	(1) Personal			
157	P24.C12.S2.L7-L9	Before submitting, <u>you</u> (1) may save <u>and</u> (2) return to <u>your</u> (3) application as many times as <u>you</u> (4) wish within 42 days	(1) Personal (3) Personal (4) Personal			(2) Additive
158	P24.C12.S2.L10-L12	If <u>you</u> (1) are applying for a postgraduate taught degree, go to: www.glasgow.ac.uk/postgraduate/apply	(1) Personal			
159	P24.C12.S5.L1-L4	<u>Our</u> (1) distance learning <u>and</u> (2) online courses bring <u>our</u> (3) university to <u>you</u> (4), so <u>you</u> (5) can expand <u>your</u> (6) horizons no matter where <u>you</u> (7) are in the world.	(1) Personal (3) Personal (4) Personal (5) Personal (6) Personal (7) Personal			(2) Additive
160	P24.C12.S5.L5-L10	<u>Our</u> (1) online programmes offer the <u>same</u> (2) excellent teaching <u>and</u> (3) assessment standards as <u>their</u> (4) campus-based equivalents – <u>and</u> (5) <u>they</u> (6) lead to the <u>same</u> (7) qualifications, awarded by the University of Glasgow	(1) Personal (2) Comparative (4) Personal (6) Personal (7) Comparative			(3) Additive (5) Additive
161	P25.C12.S7.L3-L7	<u>They</u> (1) are often suitable for students who have already completed a Masters	(1) Personal (3) Personal			(2) Additive

		degree <u>and</u> (2) allow <u>you</u> (3) to undertake a research project under the guidance of an academic supervisor				
162	P25.C12.S7.L11-L15	Students undertaking a PhD are expected to produce original work that makes a significant contribution to knowledge in, <u>or</u> (1) understanding of, a field of study				(1) Additive
163	P25.C12.S7.L15-L18	A PhD thesis is a maximum of 80,000 – 100,000 words, depending on <u>the</u> (1) college, <u>or</u> (2) agreed equivalent (if comprised of applied <u>or</u> (3) creative components)	(1) Demonstrative			(2) Additive (3) Additive
164	P25.C12.S7.L22-L25	Students undertaking an MLitt (Research) are expected to make a significant contribution to knowledge in, <u>or</u> (1) understanding of, a field of study				(1) Additive
165	P25.C12.S7.L25-L28	<u>The</u> (1) MLitt thesis is between 40,000 <u>and</u> (2) 70,000 words <u>or</u> (3) agreed equivalent (if comprised of applied <u>or</u> (4) creative components)	(1) Demonstrative			(2) Additive (3) Additive (4) Additive
166	P25.C12.S7.L64-L66	For <u>those</u> (1) who wish to engage with professionally located issues at an advanced level	(1) Demonstrative			
167	P25.C12.S8.L1-L3	We (1) welcome applicants with <u>their</u> (2) own research proposals <u>or</u> (3) <u>those</u> (4) looking for a specific funded project	(1) Personal (2) Personal (4) Demonstrative			(3) Additive
168	P25.C12.S9.L1-L2	We (1) accept applications for research degrees all year round	(1) Personal			
169	P25.C12.S9.L2-L7	Before starting <u>your</u> (1) application <u>we</u> (2) strongly recommend that <u>you</u> (3) review any relevant information for prospective postgraduate students on the web pages of the graduate school <u>you</u> (4) are applying to	(1) Personal (2) Personal (3) Personal (4) Personal			
170	P25.C12.S9.L8-L9	Applications are made via <u>our</u> (1) online application form	(1) Personal			

171	P25.C12.S9.L 9-L11	Before submitting, <u>you</u> (1) may save <u>and</u> (2) return to <u>your</u> (3) application as many times as <u>you</u> (4) wish within 42 days	(1) Personal (3) Personal (4) Personal			(2) Additive
172	P25.C12.S9.L 12-L15	If <u>you</u> (1) are applying for a research degree, <u>you</u> (2) may want to identify a potential supervisor <u>and</u> (3) contact <u>them</u> (4) to discuss <u>your</u> (5) research proposal before <u>you</u> (6) apply	(1) Personal (2) Personal (4) Personal (5) Personal (6) Personal			(3) Additive
173	P25.C12.S9.L 16-L19	Please note, even if <u>you</u> (1) have spoken to an academic staff member about <u>your</u> (2) proposal, <u>you</u> (3) still need to submit an online application form	(1) Personal (2) Personal (3) Personal			
174	P25.C12.S9.L 20-L23	<u>You</u> (1) can find relevant academic staff members using <u>our</u> (2) staff interests search at www.glasgow.ac.uk/research/opportunities/search	(1) Personal (2) Personal			
175	P26.C13.L1-L2	<u>We</u> (1) understand that financing <u>your</u> (2) studies <u>and</u> (3) living costs can be a concern for many postgraduate students	(1) Personal (2) Personal			(3) Additive
176	P26.C13.L2-L5	At Glasgow <u>we</u> (1) aim to provide <u>our</u> (2) students with as much financial support as possible <u>and</u> (3) continuously strive to expand <u>our</u> (4) range of scholarships <u>and</u> (5) bursaries for both UK/EU <u>and</u> (6) international students	(1) Personal (2) Personal (4) Personal			(3) Additive (5) Additive (6) Additive
177	P26.C13.S1.L 1-L3	Tuition fees cover the cost of registration, supervision of research <u>or</u> (1) study, <u>and</u> (2) examination <u>and</u> (3) recreation facilities				(1) Additive (2) Additive (3) Additive
178	P26.C13.S1.L 3-L7	Some laboratory-based <u>and</u> (1) clinical departments may require payment of an additional bench fee: <u>your</u> (2) college <u>or</u> (3) graduate school will be able to advise <u>you</u> (4)	(2) Personal (4) Personal			(1) Additive (3) Additive
179	P26.C13.S1.L 7-L9	<u>You</u> (1) must arrange funding for <u>your</u> (2) tuition fees <u>and</u> (3) living costs before <u>your</u> (4) studies begin	(1) Personal (2) Personal (4) Personal			(3) Additive
180	P26.C13.S2.L 1-L2	The cost of living can vary depending on <u>your</u> (1) needs	(1) Personal			

181	P26.C13.S3.L 1-L8	<u>You</u> (1) may be able to earn while <u>you</u> (2) learn	(1) Personal (2) Personal			
182	P26.C13.S3.L 3-L7	<u>These</u> (1) are mainly for postgraduate research students <u>and</u> (2) involve conducting tutorials <u>and</u> (3) undertaking <u>other</u> (4) teaching-related duties for first- <u>and</u> (5) second-year undergraduate students	(1) Demonstrative (4) Comparative			(2) Additive (3) Additive (5) Additive
183	P26.C13.S3.L 7-L8	Ask <u>your</u> (1) graduate school office for information	(1) Personal			
184	P26.C13.S4.L 1-L3	<u>Our</u> (1) Careers Service advertises details of part-time work opportunities at www.glasgow.ac.uk/careers	(1) Personal			
185	P26.C13.S5.L 4-L7	Alternatively, <u>you</u> (1) may be able to apply to the Student Award Agency for Scotland for a Postgraduate Tuition Fee Loan to help with the cost of fees	(1) Personal			
186	P26.C13.S5.L 24-L27	If <u>you</u> (1) are a postgraduate research degree applicant, the main source of information on funding is the webpage of the graduate school <u>you</u> (2) are applying for	(1) Personal (2) Personal			
187	P26.C13.S6.L 1-L3	A number of <u>our</u> (1) taught programmes are supported by funding provided by the Scottish Funding Council (SFC)	(1) Personal			
188	P26.C13.S6.L 7-L9	Throughout <u>the</u> (1) programme pages of <u>this</u> (2) prospectus the SFC icon indicates programmes supported by SFC funding	(1) Demonstrative (2) Demonstrative			
189	P28.C14.S1	<u>This</u> (1) publication is intended to help <u>you</u> (2) choose <u>your</u> (3) programme of study at the University of Glasgow	(1) Demonstrative (2) Personal (3) Personal			
190	P28.C14.S1.L 1-L5	All students will be required as a condition of registration (matriculation) to abide by, <u>and</u> (1) to submit to the procedures of, the University's <u>and</u> (2) regulations, as amended from time to time				(1) Additive (2) Additive
191	P28.C14.S1.L 10-L13	Every effort has been made to ensure the accuracy of the information contained within <u>this</u> (1) publication <u>but</u> (2) it	(1) Demonstrative (3) Personal			(2) Adversative

		(3) is subject to alteration without notice				
192	P28.C14.S1.L 13-L16	<u>The</u> (1) University will use all reasonable endeavours to deliver courses in accordance with the descriptions set out in <u>this</u> (2) publication	(1) Demonstrative (2) Demonstrative			
193	P28.C14.S1.L 16-L20	<u>The</u> (1) University, <u>however</u> (2), reserves the right to make variations to the contents <u>or</u> (3) methods of delivery of courses, to discontinue courses <u>and</u> (4) to merge <u>or</u> (5) combine courses	(1) Demonstrative			(2) Adversative (3) Additive (4) Additive (5) Additive
194	P28.C14.S1.L 22-L24	If <u>the</u> (1) University discontinues any course, <u>it</u> (2) will use <u>its</u> (3) reasonable endeavours to provide a suitable alternative course.	(1) Demonstrative (2) Personal (3) Personal			
195	P28.C14.S1.L 24-L29	In the event of industrial action <u>or</u> (1) <u>other</u> (2) circumstances beyond the University's control interfering with <u>its</u> (3) ability to provide <u>these</u> (4) courses <u>or</u> (5) services, the (6) University will undertake to minimise disruption as far as is practicable	(2) Comparative (3) Personal (4) Demonstrative (6) Demonstrative			(1) Additive (5) Additive
196	P28.C14.S1.L 30-L32	Published admissions requirements are subject to alteration <u>and</u> (1) may <u>differ</u> (2) from <u>those</u> (3) listed in <u>this</u> (4) prospectus	(2) Comparative (3) Demonstrative (4) Demonstrative			(1) Additive
197	P28.C14.S2.L 1-L5	<u>The</u> (1) University collects <u>and</u> (2) processes information, including images, about <u>its</u> (3) students, applicants <u>and</u> (4) potential applicants, for academic, administrative, management, pastoral, <u>and</u> (5) health <u>and</u> (6) safety reasons	(1) Demonstrative (3) Personal			(2) Additive (4) Additive (5) Additive (6) Additive
198	P28.C14.S2.L 6-L8	Some of <u>this</u> (1) information is considered as sensitive personal data in the terms of <u>the</u> (2) Data Protection Act 1998	(1) Demonstrative (2) Demonstrative			
199	P28.C14.S2.L 8-L10	<u>The</u> (1) information is provided by a student, applicant <u>or</u> (2) potential applicant <u>or</u> (3) on <u>his/her</u> (4) behalf	(1) Demonstrative (4) Personal			(2) Additive (3) Additive

200	P28.C14.S2.L 10-L14	If (1) is not possible to become, <u>or</u> (2) remain, a registered (matriculated) student, <u>or</u> (3) to process an application without agreement to provide <u>this</u> (4) information	(1) Personal (4) Demonstrative		(2) Additive (3) Additive
201	P28.C14.S2.L 14-L22	The (1) information is processed in accordance with the University's Notification with the Information Commissioner under the Data Protection Act 1998, <u>and</u> (2) is disclosed to third parties <u>only</u> (3) with students' consent, <u>or</u> (4) to meet a statutory obligation, <u>or</u> (5) "0" (6) in accordance with the terms of the Act	(1) Demonstrative		(6) Nominal (2) Additive (3) Adversative (4) Additive (5) Additive
202	P28.C14.S3.L 1-L5	The University of Glasgow is committed to promoting <u>equality</u> (1) in all <u>its</u> (2) activities, <u>and</u> (3) aims to provide a work, learning, research <u>and</u> (4) teaching environment free from <u>discrimination</u> <u>and</u> (5) where <u>difference</u> (6) is positively valued	(1) Comparative (2) Personal (6) Comparative		(3) Additive (4) Additive (5) Additive
203	P28.C14.S3.L 6-L9	The University's <u>equality</u> (1) policies <u>and</u> (2) <u>other</u> (3) useful sources (3) are available on the website at www.glasgow.ac.uk/Equalitydiversity	(1) Comparative (3) Comparative		(2) Additive
204	P28.C14.S5.L 1-L9	In common with <u>other</u> (1) universities, students on certain courses at the University of Glasgow may incur additional expenditure on items <u>such</u> (2) as fieldwork, specialist materials <u>and</u> (3) supplementary instrumental tuition; <u>although</u> (4) some assistance from University funds may be available to meet <u>such</u> (5) expenditure, responsibility for payment will rest with <u>the</u> (6) student	(1) Comparative (2) Comparative (5) Comparative (6) Demonstrative		(3) Additive (4) Adversative
205	P28.C14.S5.L 9-L14	<u>In addition</u> (1), small charges may be made in some subjects for <u>such</u> (2) items as photocopying <u>and</u> (3) laser	(2) Comparative		(1) Additive (3) Additive (4) Additive

		printing; detailed information may be obtained from the University's schools or (4) colleges.				
206	P28.C14.S6.L4-L9	Payment of <u>the</u> (1) fee means that <u>your</u> (2) name will be entered in the Register of Graduates <u>and</u> (3) <u>you</u> (4) will be entitled to attend the twice-yearly statutory meetings of the Council <u>and</u> (5) vote in <u>its</u> (6) elections	(1) Demonstrative (2) Personal (4) Personal (6) Personal			(3) Additive (5) Additive
207	P28.C14.S6.L9-L11	<u>You</u> (1) will also receive regular mailings from the Council, which will include the University's Annual Review	(1) Personal			
208	P28.C14.S7.L4-L8	If <u>you</u> (1) apply for a programme offered by either institution, <u>you</u> (2) will pursue <u>your</u> (3) studies at <u>that</u> (4) institution <u>but</u> (5) <u>your</u> (6) final degree will be conferred by the University of Glasgow	(1) Personal (2) Personal (3) Personal (4) Demonstrative (6) Personal			(5) Adversative
209	P28.C14.S7.L11-L13	<u>The</u> (1) University has made separate arrangements with each institution for access to University facilities.	(1) Demonstrative			
210	P28.C14.S7.L13-L15	<u>The</u> (1) institution concerned will provide guidance on <u>these</u> (2) arrangements	(1) Demonstrative (2) Demonstrative			

Appendix 2: Lexical Cohesion

No	Code	Phrase/Sentences	Lexical Cohesion					
			Reiteration				Collocation	
			Rep	Syn	Hyp	Met		Ant
1	P3.C1.L2	Join a research (1) community of 3,000 research (1) and teaching staff	1					
2	P5.C2.L3-L8	You'll be following in <i>the footsteps (1)</i> of world changers, from the pioneer of television, <i>John Logie Baird (1)</i> , to the pre-eminent scientist of the 19th century, <i>Lord Kelvin (1)</i> , as well as seven Nobel Prize laureates			1			
3	P6.C3.L1	We want you to be a success, both <i>now (1)</i> and in the <i>future (1)</i>					1	
4	P6.C3.S1.L1-L12	Open daily from 7.15am to 2.00am with online access 24/7, the University Library has one of the largest collections of books(1) in Europe. <ul style="list-style-type: none"> · 12 wi-fi enabled floors · Dedicated postgraduate study space(2) · 2.5 million books(1) and journals(3) · More than 30,000 electronic journals(3) · Comfortable individual group and study spaces(2) and hundreds of PCs · Café providing a relaxed learning and study space(2). 	1 2 3					
5	P6.C3.S1.L20-L21	Around 200,000 printed(1) works, including over 1,000 printed(1) before 1501	1					
6	P6.C3.S1.L23-L26	More than 1000 collections(1) spanning over seven centuries and a large collection(1) of business records, our university Archives offer a unique heritage resource to students.	1					
7	P6.C3.S2.L1-L10	Our Careers Service can offer you: <ul style="list-style-type: none"> · one(1)-to-one(1) support from professionally trained(2) advisers · access to thousands of potential employers for work(4) experience, internships and jobs(3)(4) · training(2) and coaching(2) in job(3)- hunting techniques · help to build your CV and job(3) applications. 	1 3	2 4				
8	P6.C3.S2.L14	Link to postgraduate study in <i>the UK(1)</i> and <i>overseas(1)</i>					1	
9	P6.C3.S2.L16-L18	An online career(1) management system that alerts you to jobs relevant to your career(1) interests.	1					
10	P6.C3.S2.L23-L28	Our career alumni(1) network(2) offers you the chance(3) to interact with our	1 2	3				

		alumni(1) both virtually and in person, providing networking(2) opportunities(3) and access to first-hand information on where a degree from Glasgow can take you					
11	P6.C3.S3.L1-L1F	Our Student(1) Service(2) Enquiry team is here to help(3)(5) you make the most of your time at Glasgow, from Council Tax queries to appointments(4) with our International Student(1) Advisers . We can offer assistance(3) with: <ul style="list-style-type: none"> Your student(1) record Appointments(4) and access to student(1) support services(2) Guidance on services(2) available to you A place to visit if you're not sure who can help(5)! 	1 2 4 5	3			
12	P6.C3.S4.L5-L14	Training programmes provided by our graduate schools can help you to manage your time and your research, develop(1) presentation, public engagement and enterprise skills(2) , develop(1) skills(2) in conference organization and academic publication	1 2				
13	P6.C3.S5.L1-L3	<i>The Hunterian(1) is the university's(1) museum(2) and art gallery(1) and the oldest public(1) museum(2) in Scotland</i>	2		1		
14	P8.C4.L1-L2	The university(1) is currently transforming its campus(1) as part of a £775M development plan		1			
15	P8.C4.S1	Teaching(1) and learning(1) centre at Queen Elizabeth University Hospital					1
16	P8.C4.S1.L1-L6	The University of Glasgow has a long and proud history of outstanding achievements(1) in <i>teaching medical students, researching our understanding of disease and developing new treatments(1)</i> .			1		
17	P8.C4.S1.L7-L13	The University continues this tradition of medical(1) excellence and innovation today, with one of the largest and most prestigious Medical(1) Schools in Europe, and world-leading clinical research across cancer, cardiovascular, infectious and inflammatory diseases.	1				
18	P8.C4.S1.L26-L31	The Queen Elizabeth University Hospital campus is now the largest hospital campus in Europe with services(1) for <i>adults, children and maternity on a single site(1)</i> , including world-class critical care, theatre and diagnostic services			1		

19	P8.C4.S1.L26-L28	<u><i>The Queen Elizabeth University Hospital campus(1)</i></u> is now <u><i>the largest hospital campus in Europe(1)</i></u> with services for <i>adults(2)</i> , <i>children(2)</i> and				2	1
20	P8.C4.S2.L1-L4	Teaching & clinical research facilities(1) With the NHS, the University of Glasgow has led the development of new teaching and clinical research facilities(1) at the Queen Elizabeth University Hospital.	1				
21	P8.C4.S2.L5-L9	A £25M purpose-built Teaching & Learning Centre for training of <i>undergraduate(1)</i> medical, <i>postgraduate(1)</i> and nursing students alongside NHS staff.				1	
22	P8.C4.S2.L14-L23	A £5M dedicated innovation(1) floor which accommodates incubator space for industry(2) and the Stratified Medicine Scotland Innovation(1) Centre, a University of Glasgow-led, Scotland wide collaboration with industry(2) which is developing ' precision(3) medicine' – advanced diagnostics and precise(3) treatments for individuals across a wide range of chronic diseases.	1 2 3				
23	P8.C4.S2.L24-L31	A £32M Imaging Centre of Excellence, opening in 2016, which will include a 7 Tesla MRI scanner(1) , an ultra-high resolution scanner(1) which will be the first of its kind on a clinical(2) site in the UK, and world-leading clinical(2) academic expertise in stroke, cardiovascular disease, and brain imaging.	1 2				
24	P8.C4.S3.L1-L13	Our custom-built Teaching & Learning Centre will be home to the following <i>postgraduate taught programmes(1)</i> : <ul style="list-style-type: none"> · <i>Cardiovascular Sciences, MSc</i> · <i>Child Health, PgCert</i> · <i>Clinical Pharmacology, MSc</i> · <i>Clinical Trials & Stratified Medicine, MSc</i> · <i>Diabetes, MSc</i> · <i>Medical Genetics & Genomics, MSc</i> · <i>Stratified Medicine & Pharmacological Innovation, MSc(1)</i> 				1	
25	P9.C4.S5.L3-L10	New(1) state-of-the-art facilities at Kelvin Hall will allow(2) the University of Glasgow to build on its international reputation for collection(3) -based research and teaching, allowing(2) much greater access to collections(3) while forging new(1) academic and educational practice.	1 2 3				

26	P9.C4.S5.L14-L17	The city of Glasgow and national institutions providing a flagship for knowledge exchange and <i>object-led education</i> (1) in the arts, social sciences and sciences(1).			1		
27	P9.C4.S5.L18-L25	<i>This iconic Glasgow building</i> (1), for many years a sporting and leisure venue and home to the Transport Museum, will be home to a partnership between the <i>University of Glasgow, Glasgow Museums, Glasgow Life and the Scottish Screen Archives</i> (1) from the National Library of Scotland.				1	
28	P9.C4.S6.L1-L6	Postgraduate (1) students will benefit from research and teaching labs and advanced conservation studios alongside search and seminar rooms(2), a digital film archive, dedicated postgraduate (1) study space(2), a conference suite and library.	1	2			
29	P9.C4.S6.L10-L22	To develop (1) collaborative research activity and public programming around multiple collections. The Hunterian is a partner in the Kelvin Hall (2) development (1) with Glasgow Museums, which will house more than 400,000 history, archaeology, ethnographic and design objects at Kelvin Hall (2), including the Mackintosh tearooms; and the Scottish Screen Archive of the National Library for Scotland, with its 100 years of Scottish history on film and video offering exciting opportunities for screenings and related public events	1	2			
30	P9.C4.S7.L1-L6	A range of new postgraduate programmes (1) has been developed for Kelvin Hall and existing programmes (1) will be expanded and enhanced by these <i>innovative new facilities</i> (2), including <i>direct access to Hunterian and Kelvin Hall partner collections</i> (2).	1			2	
31	P9.C4.S7.L5-L24	Including <i>direct access to Hunterian and Kelvin Hall partner collections</i> (1). <ul style="list-style-type: none"> · <i>Art History: Dress & Textile Histories, MLitt</i> · <i>Art History: Technical Art History, Making & Meaning, MLitt</i> · <i>Curatorial Practice (Contemporary Art), MLitt</i> · <i>Filmmaking & Media Arts, MSc</i> · <i>Landscape: Integrated Research & Practice, MSc</i> · <i>Material Culture & Artefact Studies,</i> 					

		<p><u>MSc</u></p> <ul style="list-style-type: none"> · <u>Media Management, MSc</u> · <u>Museum Education, MEd</u> · <u>Museum Studies, MSc</u> · <u>Provenance & Collecting Studies in a Global Context, MLitt</u> · <u>Textile Conservation, MPhil(1)</u> 				
32	P9.C4.S9.L1-L4	<p>Collections(1) scholarships for PhD students inspired by the dynamic collaboration at the heart of the Kelvin Hall project(2) between The Hunterian, Glasgow Life and the Scottish Screen Archive, Professor Karen Lury devised the Collections(1) studentships project(2) funded by the Leverhulme Trust.</p>	1 2			
33	P9.C4.S9.L6-L9	<p>Working in close collaboration with one another, the Collections(1) students will explore historical and contemporary collections(1) using <i>quantitative(2)</i> and <i>qualitative(2)</i> techniques derived from science, the arts and humanities; methodologies emerging from Big Data; and analysis from medical disciplines.</p>	1			2
34	P10.C5.L2-L4	<p>The Residential Services office is here to help you find a suitable place(1) to live and providing you've applied for residence(2) before 22 August, we can guarantee a place(1) in our university residences(2).</p>	1 2			
35	P10.C5.S1.L1-L2	<p><u>Most new students(1)</u> and <u>all new international students(1)</u> are guaranteed accommodation</p>				1
36	P10.C5.S2.L1-L5	<p>Fees range from £110.60 per week for a single(1) room in a self-catered residence(2), £134.47 per week for a single(1) en-suite room in a self-catered residence(2), to around £184.94 per week for a one bedroom flat.</p>	1 2			
37	P10.C5.S4.L6-L7	<p>We offer a small number of furnished self-contained flats for <i>couples(1)</i> or <i>families(1)</i>.</p>				1
38	P10.C5.S4.L15-L19	<p>If you'd prefer to find accommodation(1) through a private(2) landlord, we can offer <i>advice(3)</i> and <i>help(3)</i>. Register online to search our private(2) accommodation(1) database at www.glasgowpad.org</p>	1 2			
39	P12.C6.S1.L1-L2	<p>All of our students can use <i>two unions(1)</i>, each with their own <i>personality and facilities(1)</i>.</p>				1
40	P12.C6.S1.L18-L20	<p>Queen Margaret Union (QMU) is 125 years old in 2015. It has four bars, a café(1) and a shop(1).</p>				1

41	P12.C6.S2.L4-L8	<i>Facilities(1)</i> include <i>a seminar room for meetings or presentations, study booths with integrated TV screens and a café/bar with barista(1) coffee(2) and tea(2)</i>			1	2
42	P12.C6.S3.L4-L7	It's run by students(1) for students(1) and each year you can vote for the candidates you want to represent you, or stand for office yourself	1			
43	P12.C6.S4.L1-L4	Student societies provide a great way to make new(1) friends while <i>doing something(2)</i> you enjoy, whether it's a new(1) hobby or a lifelong interest(2) .	1	2		
44	P12.C6.S4.L4-L7	We have over 250 clubs(1) and societies(1) to choose from, such as Dancemania, Creative Writing and the Politics Society.		2		
45	P12.C6.S4.L4-L7	We have over 250 <i>clubs and societies(1)</i> to choose from, such as <i>Dancemania, Creative Writing and the Politics Society(1)</i> .		1		
46	P12.C6.S5.L1-L16	The University's student media has a <i>fantastic reputation(1)</i> . You can join the teams that produce(2) : <ul style="list-style-type: none"> · <i>Glasgow University Guardian(1)</i>: an award-winning newspaper written and produced(2) by students · <i>Glasgow University Magazine (GUM)(1)</i>: the oldest student publication in Scotland, providing opinion and culture · <i>Subcity student and community radio(1)</i>: known for events, promotions and quality music and comment online · <i>Glasgow University Television (GUST)(1)</i>: covering news, views and entertainment online 	2		1	
47	P12.C6.S6.L1-L5	Do you <i>sing, compose or play an instrument(1)</i> ? Glasgow is the UK's only UNESCO City of <i>Music(1)</i> , and our students and staff run a wide range of music groups that you can join.		1		
48	P12.C6.S6.L5-L7	If you love to listen, you'll enjoy our range of performances(1) , including our popular Thursday lunchtime concerts(1) .		1		
49	P14.C7.S1.L6-L9	With so many(1) activities to try out and plenty(1) of post-exertion socialising opportunities available, you can get fit and have fun at the same time		1		
50	P14.C7.S2.L2-L7	<i>Clubs(1)</i> such as the <i>Hares and Hounds</i> offer road, cross-country and hill-training runs for all standards, or you could tackle some of Scotland's fantastic mountain trails with the <i>cycling club(1)</i> .		1		
51	P14.C7.S3.L1-L14	Our two purpose-built facilities(1) are open seven days a week, early until late.	1	2		

		<p>Facilities(1) include:</p> <ul style="list-style-type: none"> · a six-lane, 25m heated swimming pool · sauna and steam room · fitness suite(2) · squash courts(3) · strength suite(2), cardio suite(2) and exercise studio · activity halls · six grass and two all-weather synthetic pitches · cricket oval · tennis courts(3). 	3				
52	P14.C7.S4.L1-L3	<p><i>Sport for team players(1)</i> with excellent facilities for <i>team sports(1)</i> at the University's Garscube Sports Complex</p>					
53	P14.C7.S6.L1-L9	<p>We're spending more than £10m to extend our current <i>sporting facilities(1)</i> (which will open late 2015). This will include:</p> <ul style="list-style-type: none"> · a sports hall with viewing gallery · expansion of our cardiovascular, muscle-conditioning and stretching facilities · increased exercise space including a martial arts studio(1). 		1			
54	P16.C8.L3-L4	<p>With Glasgow as a base, you'll be in the ideal location to explore the <u>length(1)</u> and <u>breadth(1)</u> of the country</p>		1			
55	P16.C8.L4-L6	<p>From spectacular scenery and <u>adventure(1)</u> sports to breathtaking castles and some of the world's best-loved cultural festivals, there are plenty of attractions to <u>experience(1)</u>.</p>		1			
56	P16.C8.S1.L1-L9	<p>Glasgow's location in the Central Belt makes it easy to explore Scotland's other <u>cities(1)</u>. Whether you fancy checking out the world's largest arts festival in Edinburgh, uncovering Scotland's finest concentration of historic buildings in Stirling or even trying to catch sight of the Loch Ness Monster near Inverness, you'll be well placed to tour our beautiful <u>country(1)</u>.</p>			1		
57	P16.C8.S3.L1-L3	<p>If you <i>fancy exploring on foot(1)</i>, there are <i>trails, routes, hill climbs and mountain adventures to suit walkers of all levels(1)</i>.</p>		1			
58	P16.C8.S4.L6-L8	<p>Architecture(1) fans are spoilt for choice with Scotland's rich legacy of striking and unique architecture(1).</p>	1				
59	P16.C8.S5.L1-L5	<p>As part of an <u>island(1)</u>, <u>Scotland(1)</u> is surrounded by plenty of beautiful(2) beaches, many of which have won awards</p>	2		1		

		from Keep Scotland Beautiful(2) and the world organisation, Blue Flag .					
60	P16.C8.S6.L1-L3	<i>Scotland(1)</i> is home to a wide variety of <i>stunning parks and gardens in the cities, countryside and castle grounds(1)</i> .			1		
61	P16.C8.S6.L3-L8	<i>Discover exotic species in one of Scotland's many botanic gardens, enjoy the tranquillity of city parks, stroll in the gardens of ancient castles or wander through beautiful woodland gardens(1)</i> .				1	
62	P16.C8.S7.L1-L7	These are just a few(1) examples of what Scotland has to offer. There is a whole(1) host of activities(2) to take part in, from <i>mountain biking and sailing to playing on world-famous golf courses and living it up at Scotland's biggest annual music festival, T in the Park(2)</i>			2		1
63	P18.C9.L1-L5	With a wealth of cultural attractions, impressive architecture, fantastic shopping and a year-round programme of world-class events, it is easy to understand why Glasgow(1) is firmly established as one of Europe's most exciting destinations(2) . As the UK's third-largest city and one of the world's top student(3) destinations(2) , Glasgow(1) has loads to offer you as a student(3) .	1 2 3				
64	P18.C9.S2.L1-L7	It's no surprise that Glasgow is consistently voted the top place to shop(1) in the UK outside London. The city's huge retail centre has a 'Style Mile' containing big-name shops(1) like Forever 21 and the Apple Store, as well as designer outlets and quirky vintage boutiques.	1				
65	P18.C9.S2.L3-L7	The city's huge retail centre has a 'Style Mile' containing <i>big-name shops(1)</i> like <i>Forever 21 and the Apple Store, as well as designer outlets and quirky vintage boutiques(1)</i> .			1		
66	P18.C9.S4.L1-L7	If you are looking for somewhere to relax and escape the city(1) buzz, Glasgow has plenty of options(2) . In fact, the city(1) has more green space per head of population than any other European city, with over 90 parks and public gardens. Plenty of options(2) to take your study materials or a good book outside!	1 2				
67	P18.C9.S5.L6-L8	The city is also host to <i>several international festivals(1)</i> each year from <i>Jazz and Mela to Comedy and Film(1)</i> .			1		
68	P18.C9.S6.L1-L2	The city's fantastic range of <u>restaurants(1)</u> and <u>cafés(1)</u> reflects its diverse population.			1		

69	P18.C9.S7.L8-L11	Glasgow's nightlife is <i>unrivalled(1)</i> , with the city boasting more than 700 bars, pubs and nightclubs and seven cinemas, including <i>the tallest(1)</i> in the world.		1			
70	P20.C10.L1-L3	The <i>University's(1)</i> main <i>campus(1)</i> is nestled within <i>Glasgow's cosy and cultural West End(2)</i> , which is <i>packed full of cafés, bars, vintage boutiques and cultural attractions(2)</i>		1	2		
71	P20.C10.L11-L14	The West End is overflowing with a range of eateries offering cuisine from <i>around the globe(1)</i> , from <i>Japanese and Indian to Greek and French(1)</i> .			1		
72	P20.C10.L28-L33	Every June, the West End(1) is home to Glasgow's largest cultural event, the West End(1) Festival . Taking(2) place over three weeks, you can take(2) your pick from 400 events ranging from music and theatre, to walks, talks and community galas.	1 2				
73	P20.C10.L34-L37	<i>The festival parade(1)</i> is undoubtedly <i>the biggest highlight of the festival(1)</i> , last year seeing 80,000 people turn out to see the procession with over 300 participants.			1		
74	P20.C10.L38-L41	Perfect for a welcome study break, the West End offers <i>plenty of green spaces(1)</i> , such as <i>Kelvingrove Park and the Botanic Gardens(1)</i> .			1		
75	P20.C10.L56-L62	The West End is also home to one of the most visited museums(1) in the United Kingdom outside of London, the Kelvingrove Art Gallery and Museum(1) . The museum(1) has 22 themed galleries displaying over 8,000 objects, plus entry is completely free.	1				
76	P22.C11.L1-L5	No matter how far you <i>travel(1)</i> to join us, we'll help you to feel at home in Glasgow(2) . Glaswegians are famed for their friendliness and we have a range of specialist staff dedicated to your needs. From before you begin your <i>journey(1)</i> to Glasgow(2) , we work hard to make sure that when you arrive, you'll have the best experience possible	2	1			
77	P22.C11.S2.L1-L8	During the application process and your preparations for travelling here, our International Student Support team can give you <i>advice on any concerns(1)</i> you have, including: · <i>immigration</i> · <i>working regulations</i> · <i>finance.(1)</i>			1		
78	P22.C11.S4.L1-L5	Before you are admitted to the University, we require you to show <i>competence in English(1)</i> . We set a <i>minimum English</i>			1		

		<i>language proficiency level and accept qualifications from around the world(1)</i>					
79	P22.C11.S4.L2 5-L30	Pre-sessional EAS courses(1) can last 5 – 40 weeks depending on your entry level. These courses(1) have a strong study skills component and focus on academic English to help you adapt to the style of learning(2) and teaching(2) at the University	1			2	
80	P22.C11.S5.L1- L8	If you're an international student but not quite ready to study at Glasgow, our partner institution, Glasgow International College, offers pre-Masters programmes(1) in business, engineering, law, science and the social sciences to help you achieve the required standards for admission to a range of one-year Masters programmes(1) at the University.				1	
81	P22.C11.S6.L5- L7	Our International Student(1) Support team provides a dedicated advisory service for international students(1) .	1				
82	P22.C11.S6.L1 3-L22	We also offer the following <i>services(1)</i> for you and your family: <ul style="list-style-type: none"> · <i>international family lunchtime meet-ups on campus</i> · <i>orientation programmes for you and your family on issues such as employment, health, childcare and schools, and driving in the UK</i> · <i>trips to places of interest in Scotland</i> · <i>coffee and craft mornings(1)</i>. 		1			
83	P24.C12.S1.L1- L4	If you choose to study for a <i>taught degree programme(1)</i> at Glasgow you can work towards a <i>Masters degree, a Postgraduate Diploma or a Postgraduate Certificate(1)</i> .			1		
84	P24.C12.S1.L1 7-L23	With more than 270 taught(1) options to choose from, you should be able to find a programme(2) that matches your interests. You can find taught(1) programme(2) details within each <u>individual college(3)</u> section which are then split further by <u>individual school(3)</u> and research institutes	1 2	3			
85	P24.C12.S2.L6- L9	Applications(1) are made via our online application(1) form. Before submitting, you may save and return to your application(1) as many times as you wish within 42 days	1				
86	P24.C12.S5.L5- L10	Our online programmes offer the same(1) excellent teaching and assessment standards as their campus-based equivalents – and they lead to the	1				

		same(1) qualifications, awarded by the University of Glasgow					
87	P24.C12.S5.L1 1-L32	We currently offer distance learning study options on the following <i>taught postgraduate programmes(1)</i> : · <u>Creative Writing, MLitt</u> · <u>Doctorate in Education, EdD</u> · <u>Health Professions Education/ Health Professions Education (with Research), MSc</u> · <u>Health Technology Assessment, MSc</u> · <u>Leading, Improving & Transforming Care, PgCert</u> · <u>Learning & Teaching in Higher Education, MEd</u> · <u>Religious Education by Distance Learning (CREDL), Cert</u> · <u>Spiritual & Religious Care in Health & Social Care, PgCert</u> · <u>Sport and Exercise Science & Medicine, MSc</u> · <u>Wildlife & Livestock Management, MSc(1)</u>			1		
88	P25.C12.S7.L1- L3	Postgraduate research degrees(1) can generally be divided into Research Masters and Doctoral (PhD) degrees(1).			1		
89	P25.C12.S7.L8- L18	PhD(1) (Doctor of Philosophy): The normal length of study for a PhD(1) is three to four years <i>full-time(2)</i> or six to eight years <i>part-time(2)</i> study. Students undertaking a PhD(1) are expected to produce original work that makes a significant contribution to knowledge in, or understanding of, a field of study. A PhD(1) thesis is a maximum of 80,000 – 100,000 words, depending on the college, or agreed equivalent (if comprised of applied or creative components).	1			2	
90	P25.C12.S7.L1- 9-L28	MLitt(1) (Master of Letters) by Research: The normal length of study for an MLitt (Research)(2) is two years <i>full-time(3)</i> or three years <i>part-time(3)</i> . Students undertaking an MLitt (Research)(2) are expected to make a significant contribution to knowledge in, or understanding of, a field of study. The MLitt(1) thesis is between 40,000 and 70,000 words or agreed equivalent (if comprised of applied or creative components).	1 2			3	
91	P25.C12.S7.L2- 9-L35	MPhil (Master of Philosophy) by Research: The normal length of study for the MPhil (Research)(1) is one year <i>full-time(2)</i> or two years <i>part-time(2)</i> . Students undertaking an MPhil	1			2	

		(Research) are expected to make a distinct contribution to knowledge in the field of study.					
92	P25.C12.S7.L3 9-L46	MSc(1) (Master of Science) by Research: The MSc(1) (Research) may be awarded to a student whose postgraduate course of special study and research represents a distinct contribution to knowledge. The period of study is one year full-time(2) or two years part-time(2) and the thesis is normally 30,000 – 50,000 words.	1			2	
93	P25.C12.S7.L4 7-L50	MRes(1) (Master of Research) Taught(2) and Research: The MRes(1) allows students to take a number of taught(2) courses alongside a substantive dissertation.	1 2				
94	P25.C12.S7.L5 1-L54	MMus (Master of Music) Research: This is offered as one year full-time(1) or two years part-time(1) study. Students attend research seminars and complete a thesis or portfolio.				1	
95	P25.C12.S7.L5 4-L57	MD (Doctor of Medicine): This is offered two years full-time(1) or four years part-time(1) (for medically qualified graduates only)				1	
96	P25.C12.S7.L6 2-L73	EdD(1) (Doctor of Education): The period of study is 60 months part-time by distance learning(2) . For those who wish to engage with professionally(3) located issues at an advanced(4) level. Comparable in standing with the PhD, the EdD(1) provides a programme(5) of advanced(4) study that is both professionally(3) relevant and academically rigorous. The programme(5) is offered in a distance e-learning(2) mode designed to afford high levels of interaction in a supportive community.	1 2 3 4 5				
97	P25.C12.S7.L7 4-L77	MFA(1) (Master of Fine Arts in Creative Writing) by Research: The MFA(1) is offered over two years full-time(2) and four years part-time(2) .	1			2	
98	P25.C12.S7.L8 2-L85	MVM (Master of Veterinary Medicine): This is offered one year full-time(1) or two years part-time(1) (for veterinary qualified graduates only).				1	
99	P25.C12.S7.L8 6-L88	MTh(1) (Master of Theology) by Research: The MTh(1) is offered over one year full-time(2) and two years part-time(2) .	1			2	
100	P25.C12.S7.L9 1-L94	DFA(1) (Doctor of Fine Arts in Creative Writing): The normal length of study for the DFA(1) is three or four years full-time(2) and six years part-time(2) .	1			2	

101	P25.C12.S7.L1-01-L104	DPT(1) (Doctor of Practical Theology): The normal length of study for the DPT(1) is three or four years <i>full-time(2)</i> and six years <i>part-time(2)</i> .	1			2
102	P25.C12.S8.L1-L5	We welcome applicants with their own research proposals or those <u>looking(1)</u> for a specific funded project. To browse the latest opportunities <u>see(1)</u> www.glasgow.ac.uk/research/opportunities	1			
103	P25.C12.S9.L1-L4	We accept applications(1) for research degrees all year round. Before starting your application(1) we strongly recommend that you review	1			
104	P25.C12.S9.L8-L11	Applications(1) are made via our online application(1) form. Before submitting, you may save and return to your application(1) as many times as you wish within 42 days	1			
105	P25.C12.S9.L12-L15	If you are applying(1) for a <i>research degree(2)</i> , you may want to identify a potential supervisor and contact them to discuss your <i>research proposal(2)</i> before you apply(1) .	1		2	
106	P26.C13.L1-L5	We understand that financing(1) your studies and living costs can be a concern for many postgraduate students. At Glasgow we aim to provide our students with as much financial(1) support as possible and continuously strive to expand our range of scholarships and bursaries for both UK/EU and international students				1
107	P26.C13.S1.L1-L9	Tuition fees(1) cover the <u>cost(2)</u> of registration, supervision of research or study, and examination and recreation facilities. Some laboratory-based and clinical departments may require payment of an additional bench <u>fee(2)</u> : your college or graduate school will be able to advise you. You must arrange <u>funding(2)</u> for your tuition fees(1) and living <u>costs(2)</u> before your studies begin	1	2		
108	P26.C13.S2.L1-L6	The <i>cost of living(1)</i> can vary depending on your needs. As a rough guide, to study in the UK we recommend <i>around £12,100 per year for a single student, a minimum of £18,000 for married couples and for each child add £3,000 per year(1)</i> .			1	
109	P26.C13.S3.L1-L8	You may be able to earn while you learn. Some schools(1) offer Graduate(2) Teaching Assistantships. These are mainly for <i>postgraduate(3)</i> research students and involve <u>conducting(4)</u>	1 2	4		3

		tutorials and <u>undertaking(4)</u> other student-related <u>duties</u> for first- and second year <u>undergraduate(3)</u> students. Ask your <u>graduate(2) school(1)</u> office for information					
110	P26.C13.S5.L9-L23	The following <i>scholarships(1)</i> may be available for postgraduate applicants: <ul style="list-style-type: none"> · <i>Glasgow Alumni Scholarships(1)</i> – 10% fee discount for alumni · <i>Postgraduate Talent Scholarship(1)</i> – £2,000 for students who could face financial difficulties in taking up a place to study a taught Masters programme · <i>Scholarships for international students(1)</i>, offered by Glasgow in conjunction with external bodies including: Saltire International Scholarships worth £2,000; Carnegie-Cameron bursaries worth £4,000 and Santander scholarships worth £5,000 			1		
111	P26.C13.S5.L17-L23	<i>Scholarships for international students(1)</i> , offered by Glasgow in conjunction with external bodies including: <i>Saltire International Scholarships worth £2,000; Carnegie-Cameron bursaries worth £4,000 and Santander scholarships worth £5,000(1)</i>			1		
112	P26.C13.S6.L1-L6	A number of our taught programmes are supported by <u>funding(1)</u> provided by the Scottish Funding Council (<u>SFC(2)</u>). The <u>SFC(2) funding(1)</u> covers tuition fees for Scottish and EU (Non UK) students and places are awarded on a competitive basis.	1 2				
113	P26.C13.S6.L7-L9	Throughout the <u>programme(1)</u> pages of this prospectus the <u>SFC(2)</u> icon indicates <u>programmes(1)</u> supported by <u>SFC(2) funding</u>	1 2				
114	P26.C13.S7.L1-L4	To find out what support is available, and to get advice about <i>topics(1)</i> such as <i>financial aid, budgeting, paying tax and setting up bank accounts(1)</i> ,			1		
115	P28.C14.S1.L1-L8	All students will be required as a condition of <u>registration(1)</u> (<u>matriculation</u>)(1) to abide by, and to submit to the procedures of, the University's <u>rules(2)</u> and <u>regulations(2)(3)</u> , as amended from time to time. A copy of the current <u>regulations(3)</u> is available, on request, from Student Services, or the University Calendar can be viewed online	3	1 2			
116	P28.C14.S1.L10-L29	Every effort has been made to ensure the accuracy of the information <u>contained(1)</u> within <u>this publication(2)</u> but it is	2 3 4	1		5	

		subject to alteration without notice. The University(3) will use all reasonable endeavours(4) to <i>deliver courses(5)</i> in accordance with the descriptions set out in this publication(2) . The University(3) , however, reserves the right to make variations to the <u>contents(1)</u> or methods of <i>delivery of courses(5)</i> , to discontinue(6) courses(7) and to merge or combine courses(7) , if such action is reasonably considered to be necessary by the University(3) . If the University(3) discontinues(6) any course(7) , it will use its reasonable endeavours(4) to provide a suitable alternative course(7) . In the event of industrial action or other circumstances beyond the University's control interfering with its ability to provide these courses(7) or services, the University(3) will undertake to minimise disruption as far as is practicable.	6 7				
117	P28.C14.S2.L1-L14	The University collects and processes(1) information(2) , including images, about its students, applicants and potential applicants(3) , for academic, administrative, management, pastoral, and health and safety reasons. Some of this information(2) is considered as sensitive personal data in the terms of the Data Protection Act 1998. The information(2) is provided by a student, applicant or potential applicant(3) or on his/her behalf. It is not possible to become, or remain, a <u>registered(4)</u> (<u>matriculated</u>)(4) student, or to process(1) an application without agreement to provide this information(2) .	1 2 3	4			
118	P28.C14.S2.L14-L22	The information is processed in accordance with the University's Notification with the Information Commissioner(1) under the Data Protection Act 1998, and is disclosed to third parties only with students' consent, or to meet a statutory obligation, or in accordance with the University's Notification with the Information Commissioner(1) , or in accordance with the terms of the Act	1				
119	P28.C14.S3.L1-L8	The University of Glasgow is committed to promoting equality(1) in all its activities, and aims to provide a work, learning, research and teaching environment free from discrimination and where difference is positively valued. The University's equality(1) policies and	1				

		other useful sources of information are available on the website				
120	P28.C14.S5.L1-L14	In common with other universities, students(1) on certain courses(2) at the University of Glasgow may incur additional expenditure(3) on items(4) such as fieldwork, specialist materials(5) and supplementary instrumental tuition; although some assistance from University funds may be available to meet such expenditure(3) , responsibility for payment will rest with the student(1) . In addition, small charges may be made in some subjects for such items(4) as course(2) materials(5) , photocopying and laser printing; detailed information may be obtained from the University's schools(6) or colleges(6) .	1 2 3 4 5	6		
121	P28.C14.S6.L1-L11	All first-time graduates from the University of Glasgow must, prior to graduation, <i>pay a registration fee(1)</i> to become a member of the University's General Council. <i>Payment of the fee means that your name will be entered in the Register of Graduates(1)</i> and you will be entitled to attend the twice-yearly statutory meetings of the Council(2) and vote in its elections. You will also receive regular mailings from the Council(2) , which will include the University's Annual Review	2	1		
122	P28.C14.S7.L1-L10	The University(1) is proud of its associations with The Glasgow School of Art and Scotland's Rural College. Both are independent higher education institutions(2) . If you apply for a programme offered by either institution(2) , you will pursue your studies at that institution(2) but your final degree will be conferred by the University of Glasgow. Applications should be made to the institution(2) and not to the University(1) .	1 2			
123	P28.C14.S7.L1-L15	The <i>University(1)</i> has made separate arrangements(2) with each institution(3) for access to <i>University facilities(1)</i> . The institution(3) concerned will provide guidance on these arrangements(2)	2 3		1	



POSTGRADUATE PROSPECTUS

RANKED IN THE
TOP 1%
OF THE
WORLD

FOUNDING
MEMBER OF THE
INTERNATIONAL
RESEARCH
UNIVERSITIES
NETWORK

A MEMBER OF THE
RUSSELL GROUP
OF RESEARCH-
INTENSIVE UK
UNIVERSITIES

SCOTLAND'S
LARGEST CITY

THE OPPORTUNITY
TO LEARN FROM
PIONEERING
ACADEMICS
WHOSE RESEARCH IS
INTERNATIONALLY
RECOGNISED

RENOWNED
MUSIC SCENE
AND A WEALTH
OF ARTS AND
CULTURAL
VENUES

THE FOURTH
OLDEST
ENGLISH-SPEAKING
UNIVERSITY
IN THE WORLD

UNESCO CITY
OF MUSIC

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Glasgow is ranked highly in both
UK and international league tables:

55th QS World University Rankings 2014

94th Times Higher World University Rankings 2014/2015

24th Guardian University Guide 2015

26th Times Good University Guide 2015



Established in
1451

Join a research
community of
3,000
research and
teaching staff

Top 5
for quality
of student life
(Lloyds Bank Quality of Student Life Survey 2014)

Dedicated
postgraduate club
and library
study space

Over
270
taught programmes

81%
of our research
judged to be
internationally
excellent
(REF 2014)

25,000
students
from over
135
countries

Glasgow
is the world's
friendliest city
(Rough Guides 2014)

Annual
research income
of more than
£181m

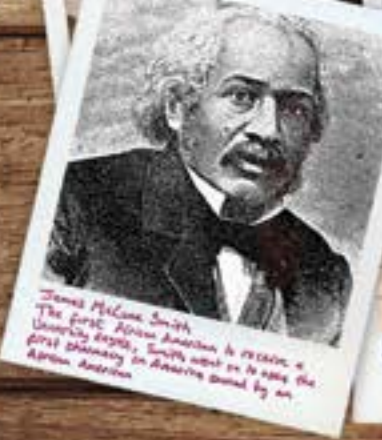
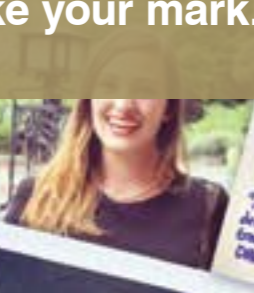
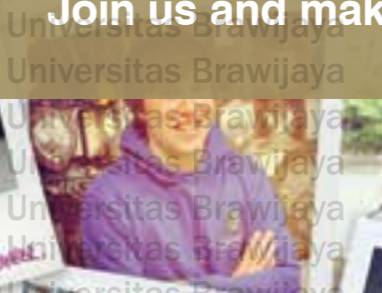
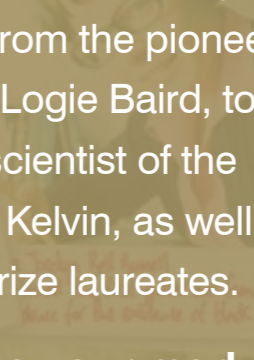
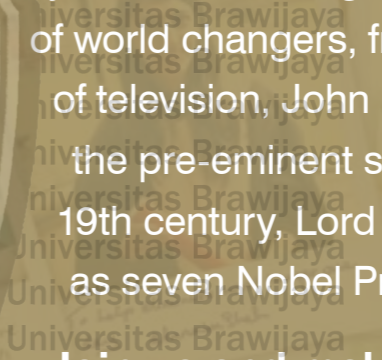
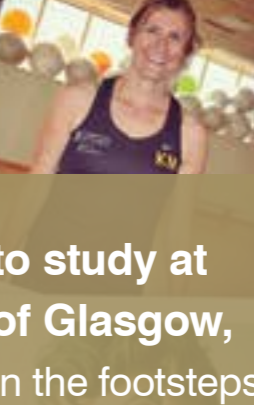
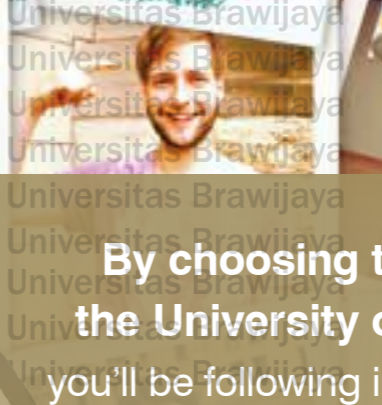
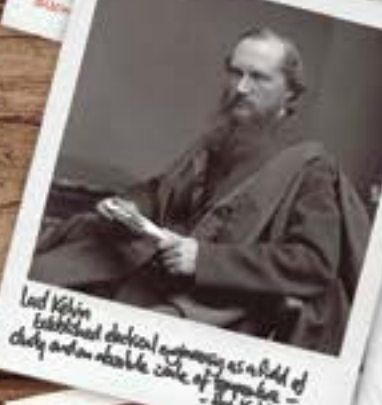
85%
of students
in employment
or further study
6 months after graduation
(Higher Education Statistics Agency 2013/14)

2nd in
Scotland
for research
excellence



By choosing to study at the University of Glasgow, you'll be following in the footsteps of world changers, from the pioneer of television, John Logie Baird, to the pre-eminent scientist of the 19th century, Lord Kelvin, as well as seven Nobel Prize laureates.

Join us and make your mark.



SUPPORT ALONG THE WAY

We want you to be a success, both now and in the future. We can help you to build your skills, make relevant connections with academic and industry experts and prepare you for your chosen career. At Glasgow we understand the importance of creating a world-class environment where you can feel inspired.

University Library

Open daily from 7.15am to 2.00am with online access 24/7, the University Library has one of the largest collections of books in Europe.

- 12 wi-fi enabled floors
- Dedicated postgraduate study space
- 2.5 million books and journals
- More than 30,000 electronic journals
- Comfortable individual group and study spaces and hundreds of PCs
- Café providing a relaxed learning and study space.

Special Collections

Glasgow's Special Collections attract scholars from around the globe. You'll find rare books, manuscripts and early photographs, covering most branches of the arts, sciences and medicine.

- More than 200,000 manuscript items
- Around 200,000 printed works, including over 1,000 printed before 1501.

Archives

With more than 1,000 collections spanning over seven centuries and a large collection of business records, our University Archives offer a unique heritage resource to students. We hold important collections of records, reflecting the contribution that the University and Scottish business have made to the world.

For more information, see www.glasgow.ac.uk/library

Build your career

Our Careers Service can offer you:

- one-to-one support from professionally trained advisers
- access to thousands of potential employers for work experience, internships and jobs
- training and coaching in job-hunting techniques
- help to build your CV and job applications.

We can also provide:

- opportunities to meet global recruiters on campus
- links to postgraduate study in the UK and overseas
- an online career management system that alerts you to jobs relevant to your career interests.

Learn from experience

You can benefit from the experience of an extensive network of 120,000 alumni spanning over 180 countries, even before you graduate. Our Careers Alumni Network offers you the chance to interact with our alumni both virtually and in person, providing networking opportunities and access to first-hand information on where a degree from Glasgow can take you.

For more information, see www.glasgow.ac.uk/careers

Student Services

Our Student Service Enquiry team is here to help you make the most of your time at Glasgow, from Council Tax queries to appointments with our International Student Advisers. We can offer assistance with:

- Your student record
- Appointments and access to student support services
- Guidance on services available to you
- A place to visit if you're not sure who can help!

For more information see www.glasgow.ac.uk/students/sset and www.glasgow.ac.uk/students/introduction to view our Student Services induction video.

Access researcher training

We offer personal and professional development opportunities to support you in your journey to become researchers and leaders in your fields.

Training programmes provided by our graduate schools can help you to:

- Manage your time and your research
- Develop presentation, public engagement and enterprise skills
- Participate in collaborative programmes locally, regionally and nationally
- Develop skills in conference organisation and academic publication.

We recommend that our researchers take part in two weeks of skills training each year.

For more information, see www.glasgow.ac.uk/researcherdevelopment

The Hunterian

Founded in 1807, The Hunterian is the University's museum and art gallery and the oldest public museum in Scotland. Postgraduate students can:

- develop transferable skills through internships
- work with scholars in a range of fields relevant to our collections – art, archaeology, palaeontology, geology, zoology, ethnography and numismatics.

For more information, see www.glasgow.ac.uk/hunterian.

Online learning

Online programmes

Online learning at the University of Glasgow allows you to benefit from our outstanding educational experience and achieve a high-quality degree from a world-class University without having to relocate to our campus.

Our programmes have been developed to provide part-time, high-quality, flexible education that can enable you to fulfil your potential and realise your career ambitions. You can find out more about our online programmes by visiting www.glasgow.ac.uk/onlineprogrammes

Moodle

Once you've joined the University, you'll be given access to Moodle, a virtual learning environment. This includes different forms of e-learning and virtual tutorials.



NEW POSTGRADUATE FACILITIES

The University is currently transforming its campus as part of a £775M development plan. The new state-of-the-art facilities at Queen Elizabeth University Hospital and the Kelvin Hall enhance our already world-class postgraduate teaching and research facilities.

Teaching & Learning Centre at Queen Elizabeth University Hospital

The University of Glasgow has a long and proud history of outstanding achievements in teaching medical students, researching our understanding of disease and developing new treatments.

The University continues this tradition of medical excellence and innovation today, with one of the largest and most prestigious Medical Schools in Europe, and world-leading clinical research across cancer, cardiovascular, infectious and inflammatory diseases.

We are proud to provide our students with the custom-built Queen Elizabeth Teaching and Learning Centre at the heart of one of the largest acute hospitals in Europe.

Working in partnership with NHS Greater Glasgow & Clyde, our students will benefit from Queen Elizabeth University Hospital's state-of-the-art clinical environment, while our researchers continue to develop innovative medicines and technologies to transform the treatment of patients and prevention of disease.

The Queen Elizabeth University Hospital campus is now the largest hospital campus in Europe with services for adults, children and maternity on a single site, including world-class critical care, theatre and diagnostic services.

Teaching & clinical research facilities

With the NHS, the University of Glasgow has led the development of new teaching and clinical research facilities at the Queen Elizabeth University Hospital. These include:

- A £25M purpose-built Teaching & Learning Centre for training of undergraduate medical, postgraduate and nursing students alongside NHS staff.
- A new £5M Clinical Research Facility to ensure that the hospital is at the forefront of clinical trials of new medicines.
- A £5M dedicated innovation floor which accommodates incubator space for industry and the Stratified Medicine Scotland Innovation Centre, a University of Glasgow-led, Scotland wide collaboration with industry which is developing 'precision medicine' – advanced diagnostics and precise treatments for individuals across a wide range of chronic diseases.
- A £32M Imaging Centre of Excellence, opening in 2016, which will include a 7 Tesla MRI scanner, an ultra-high resolution scanner which will be the first of its kind on a clinical site in the UK, and world-leading clinical academic expertise in stroke, cardiovascular disease, and brain imaging.

Teaching & Learning Centre

Our custom-built Teaching & Learning Centre will be home to the following postgraduate taught programmes:

- Cardiovascular Sciences, MSc
- Child Health, PgCert
- Clinical Pharmacology, MSc
- Clinical Trials & Stratified Medicine, MSc
- Diabetes, MSc
- Medical Genetics & Genomics, MSc
- Stratified Medicine & Pharmacological Innovation, MSc

Further information

For further information, please email: mvlis-gradschool@glasgow.ac.uk or visit www.glasgow.ac.uk/mvlis/graduateschool

The Hunterian at Kelvin Hall

The Hunterian, with over 1.3 million objects in its collections, is one of the world's finest university museums. New state-of-the-art facilities at Kelvin Hall will allow the University of Glasgow to build on its international reputation for collection-based research and teaching, allowing much greater access to collections while forging new academic and educational practice.

Opening in Autumn 2016, the initial Kelvin Hall development will be the first phase in a unique partnership between the University, the city of Glasgow and national institutions providing a flagship for knowledge exchange and object-led education in the arts, social sciences and sciences.

This iconic Glasgow building, for many years a sporting and leisure venue and home to the Transport Museum, will be home to a partnership between the University of Glasgow, Glasgow Museums, Glasgow Life and the Scottish Screen Archives from the National Library of Scotland. The new facilities will be the first of its kind in the UK to enjoy the benefits of a unique combination of research, cultural heritage, civic, educational, media, sport and commercial activities under one roof.

World-class facilities

Postgraduate students will benefit from research and teaching labs and advanced conservation studios alongside search and seminar rooms, a digital film archive, dedicated postgraduate study space, a conference suite and library. The centre will also provide sports facilities courtesy of Glasgow Life and a café on-site for those who are looking for a study break.

To develop collaborative research activity and public programming around multiple collections; The Hunterian is a partner in the Kelvin Hall development with Glasgow Museums, which will house more than 400,000 history, archaeology, ethnographic and design objects at Kelvin Hall, including the Mackintosh tearooms; and the Scottish Screen Archive of the National Library for Scotland, with its 100 years of Scottish history on film and video offering exciting opportunities for screenings and related public events.

The Hunterian's existing public galleries (Museum, Art Gallery and The Mackintosh House) will remain on the University campus.

Postgraduate study

A range of new postgraduate programmes has been developed for Kelvin Hall and existing programmes will be expanded and enhanced by these innovative new facilities, including direct access to Hunterian and Kelvin Hall partner collections.

- Art History: Dress & Textile Histories, MLitt
- Art History: Technical Art History, Making & Meaning, MLitt
- Curatorial Practice (Contemporary Art), MLitt
- Film Curation, MLitt
- Filmmaking & Media Arts, MSc
- Landscape: Integrated Research & Practice, MSc
- Material Culture & Artefact Studies, MSc
- Media Management, MSc
- Museum Education, MEd
- Museum Studies, MSc
- Provenance & Collecting Studies in a Global Context, MLitt
- Textile Conservation, MPhil

Further information

For more information on the Kelvin Hall development, visit www.glasgow.ac.uk/hunterian/about/thehunterianatkelvinhall

The Leverhulme Trust:

Collections scholarships for PhD students

Inspired by the dynamic collaboration at the heart of the Kelvin Hall project between The Hunterian, Glasgow Life and the Scottish Screen Archive, Professor Karen Lury devised the Collections studentships project funded by the Leverhulme Trust. The Leverhulme Trust will fully fund 11 new home/EU PhD studentships for the sessions 2016 – 17, 2017 – 18, including maintenance costs (c. £14,000 in session 2015 – 16).

Working in close collaboration with one another, the Collections students will explore historical and contemporary collections using quantitative and qualitative techniques derived from science, the arts and humanities; methodologies emerging from Big Data; and analysis from within medical disciplines.

For more information, visit: www.glasgow.ac.uk/leverhulmetrustscholarship



YOUR GLASGOW HOME

Living in residences is a great way to make new friends and settle in quickly to life at the University of Glasgow. The Residential Services office is here to help you find a suitable place to live and, providing you've applied for residence before 22 August, we can guarantee a place in our university residences.

Am I eligible?

Most new students and all new international students are guaranteed accommodation (subject to our admissions policy): see www.glasgow.ac.uk/accommodation

How much does it cost?

Fees range from £110.60 per week for a single room in a self-catered residence, £134.47 per week for a single en-suite room in a self-catered residence, to around £184.94 per week for a one bedroom flat. For up-to-date prices for all our residences, see www.glasgow.ac.uk/postgraduate/accommodation/fees

Where can I live?

You have options in six residences, located between a two-minute and a 25-minute walk from our main Gilmorehill campus.

Benefits include:

- trained pastoral staff living onsite
- some residences are served by a limited SRC shuttle bus service at certain times. See website for further details: www.glasgowstudent.net/services/minibus
- group insurance cover for your belongings
- automatic membership of the University's sport and recreation facilities
- 24/7 internet access incorporating wi-fi in all rooms.

You can compare the facilities online at: www.glasgow.ac.uk/postgraduate/accommodation

How do I apply?

As soon as you've accepted your offer of study, you can apply online: www.glasgow.ac.uk/postgraduate/accommodation/apply

Families and couples

We offer a small number of furnished self-contained flats for couples or families.

If you have a disability

Please contact one of our Student Disability Advisers to discuss any special requirements you have as soon as possible. Tel: +44 (0)141 330 5497, email: disability@glasgow.ac.uk

Other options

If you'd prefer to find accommodation through a private landlord, we can offer advice and help. Register online to search our private accommodation database at www.glasgowpad.org

The Students' Representative Council is also on hand to offer advice on looking for a private rental. You can find out more including its handy guide to flat hunting at www.glasgowstudent.net/advice/accommodation

Contact us

www.glasgow.ac.uk/accommodation

Tel: +44(0)141 330 4743

Email: accom@glasgow.ac.uk



LIFE BEYOND THE BOOKS

Whether you enjoy music, media, sport, student politics or simply like socialising, becoming a member of one of Glasgow's societies, unions or teams can be a great way to pursue your passions, meet like-minded people and boost your employability.

Choose from two unions

All of our students can use two unions, each with their own personality and facilities.

Award-winning **Glasgow University Union (GUU)** has five bars, libraries, a Subway, a debating chamber, snooker hall and pool tables. The union runs weekly games and entertainment, and is the most successful debating institution in the world, with five World University Debating Championships to its name. A brand new nightclub, which opens at the end of 2015, will be connected to the existing GUU building. With four bars, a dance floor and a café space, the extension will provide a new hub on campus that will greatly contribute to the overall Glasgow student experience. For more information, see www.guu.co.uk

Queen Margaret Union (QMU) is 125 years old in 2015. It has four bars, a café and a shop. It hosts new music, local bands, big name acts, student-run club nights and a variety of events from quizzes to open mic nights. Our new food outlet, Scran, serves good food at student prices and a range of craft beers, spirits and wines. QMU is well known for charity fundraising and campaigning on campus. It provides space for clubs and societies to meet and now houses the University's eco hub. QMU also produces a regular magazine *Qmunicate* and we encourage a diverse range of contributions. In 2015 it launched a quarterly poetry magazine *Aloud* to complement a monthly spoken word social night of the same name which 100 plus regularly attend. For more information, visit www.qmunion.org.uk

Dedicated postgraduate club

Our Gilchrist Postgraduate Club provides a casual and relaxed environment to meet friends, participate in group study or take a well-earned break. Facilities include a seminar room for meetings or presentations, study booths with integrated TV screens and a café/bar with barista coffee and tea. For more information, see www.gilchristpgclub.org

Make yourself heard

Our Students' Representative Council voices your opinions to the decision makers by campaigning and sitting on all the major University committees. It's run by students for students and each year you can vote for the candidates you want to represent you or stand for office yourself.

Discover new hobbies

Student societies provide a great way to make new friends while doing something you enjoy, whether it's a new hobby or a lifelong interest. We have over 250 clubs and societies to choose from, such as Dancemania, Creative Writing and the Politics Society. If you still can't find a society that interests you, it's really easy to start your own one. There are also many fantastic opportunities for volunteering in the UK and overseas. Explore the possibilities at www.glasgowstudent.net/clubs

Find your voice with student media

The University's student media has a fantastic reputation. You can join the teams that produce:

- **Glasgow University Guardian:** an award-winning newspaper written and produced by students
- **Glasgow University Magazine (GUM):** the oldest student publication in Scotland, providing opinion and culture
- **Subcity student and community radio:** known for events, promotions and quality music and comment online
- **Glasgow University Television (GUST):** covering news, views and entertainment online.

Make some music

Do you sing, compose or play an instrument? Glasgow is the UK's only UNESCO City of Music, and our students and staff run a wide range of music groups that you can join. If you love to listen, you'll enjoy our range of performances, including our popular Thursday lunchtime concerts.



GET AHEAD OF THE GAME

Whether you're a world-class athlete or new to exercise, we have the facilities and expertise to keep you motivated. What else would you expect from the host city of the 2014 Commonwealth Games?

Sport for fun

From the serious to the social side of sport, we love it all at Glasgow. We have more than 15,000 members of our sports facilities and approximately 4,000 students participate in our 49 different sports clubs. With so many activities to try out and plenty of post-exertion socialising opportunities available, you can get fit and have fun at the same time.

Sport for the great outdoors

If you like some fresh air in your fitness regime then you're in the right place. Clubs such as the Hares and Hounds offer road, cross-country and hill-training runs for all standards, or you could tackle some of Scotland's fantastic mountain trails with the cycling club. You could even find yourself skydiving, surfing, snowboarding or potholing in Scotland and beyond.

Sport for fitness

Our two purpose-built facilities are open seven days a week, early until late.

Facilities include:

- a six-lane, 25m heated swimming pool
- sauna and steam room
- fitness suite
- squash courts
- strength suite, cardio suite and exercise studio
- activity halls
- six grass and two all-weather synthetic pitches
- cricket oval
- tennis courts.

Sport for team players

With excellent facilities for team sports at the University's Garscube Sports Complex and a number of friendly clubs open to new members, you could find yourself participating in, among others: American football, basketball, rowing, cricket, curling, football, golf, hockey, netball, rugby, volleyball – even ultimate frisbee. Many of our teams compete against the best in the UK with great success.

Support for talented athletes

If you're a talented athlete in training, we offer a range of services to support you, as well as sports bursaries and scholarships. For further details, see www.glasgow.ac.uk/sport/support/scholarships

Investing in the future

We're spending more than £10m to extend our current sporting facilities (which will open late 2015). This will include:

- a sports hall with viewing gallery
- expansion of our cardiovascular, muscle-conditioning and stretching facilities
- increased exercise space including a martial arts studio.

Find out more

www.glasgow.ac.uk/sport

Follow @glasgowunisport on Facebook, Twitter, YouTube and Instagram



DISCOVER SCOTLAND

As well as having a world-renowned education system and more world-class universities per head of population than anywhere else in the world, Scotland has lots to offer. With Glasgow as a base, you'll be in the ideal location to explore the length and breadth of the country. From spectacular scenery and adventure sports to breathtaking castles and some of the world's best-loved cultural festivals, there are plenty of attractions to experience.

Neighbouring cities

Glasgow's location in the Central Belt makes it easy to explore Scotland's other cities. Whether you fancy checking out the world's largest arts festival in Edinburgh, uncovering Scotland's finest concentration of historic buildings in Stirling or even trying to catch sight of the Loch Ness Monster near Inverness, you'll be well placed to tour our beautiful country.

Loch Lomond

Magnificent Loch Lomond is the focal point of Scotland's first national park and is the largest land-locked body of water on the UK mainland. Located just 40 minutes from Glasgow, it's a popular day-trip destination thanks to the various opportunities for water sports, fishing, golf, walking, hiking and camping.

Outdoor activities

If you fancy exploring on foot, there are trails, routes, hill climbs and mountain adventures to suit walkers of all levels. Scotland's iconic Munros (mountains over 3,000 feet) offer many rewarding opportunities to explore some of the most beautiful and remote habitats in Europe.

For lovers of skiing and snowboarding, Scotland is home to a variety of ski resorts such as the Cairngorm Mountain ski resort, less than a three-hour journey from Glasgow.

Culture and architecture

Scotland has a thriving arts and culture scene, from its eclectic range of theatre and dance to its many blockbuster movie locations and its captivating art and literary scene.

Architecture fans are spoilt for choice with Scotland's rich legacy of striking and unique architecture. There are plenty of architectural gems to discover such as castles and Victorian tenements, right up to the cutting-edge designs of today such as the iconic Clyde Auditorium, known locally as 'the Armadillo'.

Beaches

As part of an island, Scotland is surrounded by plenty of beautiful beaches, many of which have won awards from Keep Scotland Beautiful and the world organisation, Blue Flag. Whether you decide to take part in watersport activities or just go for a relaxing walk, keep your eyes peeled for marine life in the waters and seabirds flying overhead.

Parks and gardens

Scotland is home to a wide variety of stunning parks and gardens in the cities, countryside and castle grounds. Discover exotic species in one of Scotland's many botanic gardens, enjoy the tranquillity of city parks, stroll in the gardens of ancient castles or wander through beautiful woodland gardens.

Something for everyone

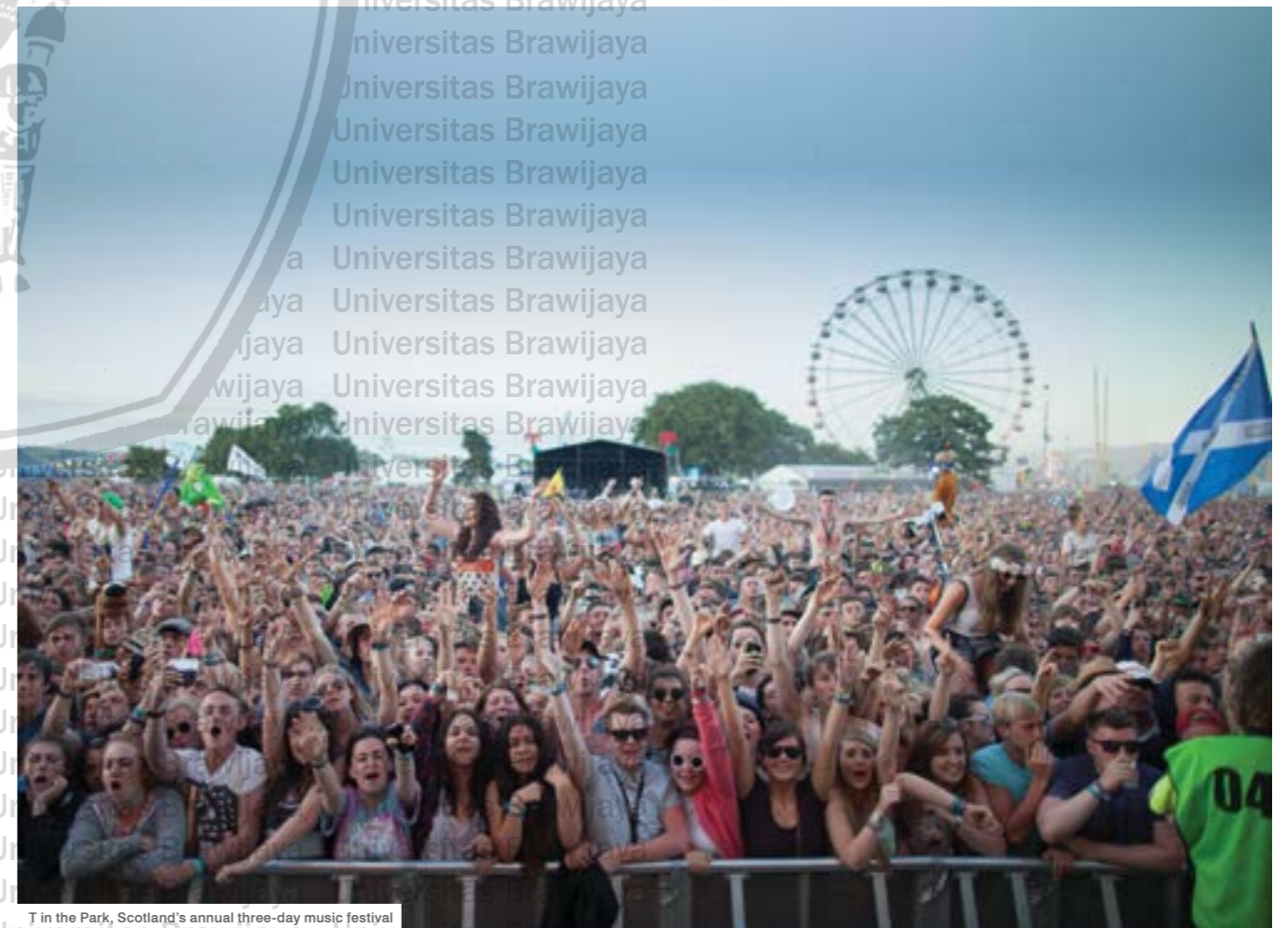
These are just a few examples of what Scotland has to offer. There is a whole host of activities to take part in, from mountain biking and sailing to playing on world-famous golf courses and living it up at Scotland's biggest annual music festival, T in the Park.

Find out more

For more information on Scotland, check out www.visitscotland.com



Mountain biking on the Black Route - part of the Balblair Mountain Bike Trails (Forestry Commission) near Bonar Bridge, Highlands of Scotland



T in the Park, Scotland's annual three-day music festival

EXPLORE GLASGOW

With a wealth of cultural attractions, impressive architecture, fantastic shopping and a year-round programme of world-class events, it is easy to understand why Glasgow is firmly established as one of Europe's most exciting destinations. As the UK's third-largest city and one of the world's top student destinations, Glasgow has loads to offer you as a student.

Getting around

It's easy to travel around Glasgow, whether you choose to walk, take the train, hop on a bus or use the subway. Our subway system is the third oldest in the world and is known locally as 'the Clockwork Orange'. It connects our main campus in the West End to the city centre in under 10 minutes.

Shopping

It's no surprise that Glasgow is consistently voted the top place to shop in the UK outside London. The city's huge retail centre has a 'Style Mile' containing big-name shops like Forever 21 and the Apple Store, as well as designer outlets and quirky vintage boutiques.

Sports

Following our successful hosting of the 2014 Commonwealth Games, our sports facilities have never been better. From the Sir Chris Hoy Velodrome and the national football stadium, Hampden Park, to an indoor snowboard and ski slope (with real snow) and ice arena, you'll be spoilt for choice.

Parks

If you are looking for somewhere to relax and escape the city buzz, Glasgow has plenty of options. In fact, the city has more green space per head of population than any other European city, with over 90 parks and public gardens. Plenty of options to take your study materials or a good book outside!

Culture

For culture vultures, there are more than 20 museums and art galleries to explore, with many offering free admission. A must-visit is the Riverside Museum, which was voted European Museum of the Year 2013.

The city is also host to several international festivals each year from Jazz and Mela to Comedy and Film.

Eating out

The city's fantastic range of restaurants and cafés reflects its diverse population. Whether you're after an amazing Asian kitchen that's open until 2.30am, a scoop of the creamiest Italian ice cream, or a plate of haggis, neeps and tatties – Scotland's national dish – Glasgow won't disappoint. Many eateries offer student discounts too.

Nightlife

As the UK's only UNESCO City of Music, Glasgow is host to around 130 music events every week. From catching global superstars at the SSE Hydro, the 2nd busiest live entertainment arena in the world, to local indie bands at legendary King Tut's, Glasgow caters for all music tastes.

Glasgow's nightlife is unrivalled, with the city boasting more than 700 bars, pubs and nightclubs and seven cinemas, including the tallest in the world. There's also an impressive mix of theatres, comedy clubs and even themed cabaret clubs.

Find out more

For more information on Glasgow, check out www.peoplemakeglasgow.com to explore the city and find out what's on.

PEOPLE
MAKE
GLASGOW



Buchanan Street, part of Glasgow's Style Mile



Sir Chris Hoy Velodrome, home of Scottish cycling



Riverside Museum



SSE Hydro, the world's second-busiest live entertainment arena (Source: Pollstar)

WEST END LIVING

The University's main campus is nestled within Glasgow's cosy and cultural West End, which is packed full of cafés, bars, vintage boutiques and cultural attractions.

There's plenty of entertainment on offer in the vibrant West End, from the Grosvenor Cinema, which provides big comfy seats for its guests, to Oran Mór, a converted church where you can settle down to enjoy lunchtime theatre known as A Play, a Pie and a Pint.

The West End is overflowing with a range of eateries offering cuisine from around the globe, from Japanese and Indian to Greek and French. A popular choice is the Hanoi Bike Shop, an authentic Vietnamese restaurant hidden in Ruthven Lane. For socialising, the quirky Hillhead Bookclub serves cocktails in gramophones while offering a selection of retro video games, plus you can even challenge your friends to a game of ping-pong.

A must-visit is student-friendly Ashton Lane, a charming cobbled lane full of character which is popular throughout the day and also as a late-night stop, with a great choice of bars and restaurants.

Every June, the West End is home to Glasgow's largest cultural event, the West End Festival. Taking place over three weeks, you can take your pick from 400 events ranging from music and theatre, to walks, talks and community galas. The festival parade is undoubtedly the biggest highlight of the festival, last year seeing 80,000 people turn out to see the procession with over 300 participants.

Perfect for a welcome study break, the West End offers plenty of green spaces, such as Kelvingrove Park and the Botanic Gardens. Located just a short walk from the main campus, the Botanic Gardens

provide a tranquil blend of formal gardens and woodland walks, as well as the beautiful Kibble Palace glasshouse. Kelvingrove Park is a classic Victorian park by the River Kelvin, offering sporting facilities including bowling greens, tennis courts and a skateboard park. Furthermore, the park now boasts the 2,500 capacity Kelvingrove Bandstand and Amphitheatre which is host to a variety of open air events including live music and dance, theatre and spoken word recitals.

The West End is also home to one of the most visited museums in the United Kingdom outside of London, the Kelvingrove Art Gallery and Museum. The museum has 22 themed galleries displaying over 8,000 objects, plus entry is completely free.



The West End has an eclectic mix of independent shops and vintage clothing stores



West End Festival Parade



Vintage stores and cafés on Great Western Road



Ashton Lane



Kelvingrove Park, by the River Kelvin

WELCOMING THE WORLD

No matter how far you travel to join us, we'll help you to feel at home in Glasgow. Glaswegians are famed for their friendliness and we have a range of specialist staff dedicated to your needs. From before you begin your journey to Glasgow, we work hard to make sure that when you arrive, you'll have the best experience possible.

Meet us in your own country

Members of our International Recruitment team travel throughout the world to attend exhibitions, offer information sessions and interview candidates. We also have staff based in China, America, India, Nigeria and Singapore who are there to assist international applicants. To find out where we will be visiting and contact details of our in-country resident staff, see www.glasgow.ac.uk/international

Need advice now?

Contact the International Office, Tel: +44 (0)141 330 6062
Visit: www.glasgow.ac.uk/international

Support during application

During the application process and your preparations for travelling here, our International Student Support team can give you advice on any concerns you have, including:

- immigration
- working regulations
- finance.

See www.glasgow.ac.uk/international/support or email: internationalstudent.support@glasgow.ac.uk

Find out more

To help you prepare for your arrival at Glasgow, we have an International Student Handbook full of useful facts and information. To download a copy, see www.glasgow.ac.uk/internationalstudenthandbook

Improving competence in English

Before you are admitted to the University, we require you to show competence in English. We set a minimum English language proficiency level and accept qualifications from around the world*:

- IELTS 6.5 (with no sub-test less than 6)
- ibTOEFL: 92; no sub-test less than 20
- CAE (Cambridge Certificate of Advanced English): 176 overall; no sub-test less than 169
- CPE (Cambridge Certificate of Proficiency in English): 176 overall; no sub-test less than 169
- PTE Academic (Person Test of English, Academic test): 60; no sub-test less than 59.

Postgraduate research students should check the information at www.glasgow.ac.uk/international/englishlanguage requirements

We provide courses to help you reach a proficiency level equivalent to the required IELTS score through our English for Academic Study (EAS).

Pre-sessional EAS courses can last 5 – 40 weeks depending on your entry level. These courses have a strong study skills component and focus on academic English to help you adapt to the style of learning and teaching at the University. You can find out more information at www.glasgow.ac.uk/efl

If you'd like additional English language tuition once you've started your academic course, we also provide part-time language support classes, which are free of charge if you pay the full international student fee.

Glasgow International College

If you're an international student but not quite ready to study at Glasgow, our partner institution, Glasgow International College, offers pre-Masters programmes in business, engineering, law, science and the social sciences to help you achieve the required standards for admission to a range of one-year Masters programmes at the University. See www.glasgow.ac.uk/gic

Once you are here

Our range of services and social events have been designed to help you immerse yourself in Scotland's culture and enjoy your time at university.

Our International Student Support team provides a dedicated advisory service for international students. We can help you with non-academic and welfare matters. During the first few days of specified arrival periods in September and January, we set up a Welcome Desk on campus where you can go with any questions or concerns.

We also offer the following services for you and your family:

- international family lunchtime meet-ups on campus
- orientation programmes for you and your family on issues such as employment, health, childcare and schools, and driving in the UK
- trips to places of interest in Scotland
- coffee and craft mornings.

Specialist careers advice

We were the first university in Scotland to appoint a careers adviser to develop specialist advice for our international students. For more information, see www.glasgow.ac.uk/careers

*Please note exceptions may apply, check www.glasgow.ac.uk/postgraduate for specific requirements.



Orientation

Our orientation programmes help you to feel at home from the moment you arrive.

They run in September and January and provide information on general welfare, immigration, health, employment regulations, finance and other non-academic matters, as well as opportunities to socialise and visit the local area.

If you are arriving in September, our Welcome Team can meet you at Glasgow Airport and provide transport. More information and online registration for this service and for orientation is available on our website in the weeks before your arrival: www.glasgow.ac.uk/international/support/before/orientation

International clubs and societies

We offer many student-led international clubs and societies including the Chinese Society and the American Society. You can find the full list of clubs and societies at www.glasgowstudent.net/clubs

HOW TO APPLY FOR A POSTGRADUATE DEGREE

Postgraduate taught degrees

Types of taught degrees

If you choose to study for a taught degree programme at Glasgow you can work towards a Masters degree, a Postgraduate Diploma or a Postgraduate Certificate.

- Taught Masters degrees usually last for one year (full-time study) and the final assessment is often based on the submission of a research-based dissertation.
- Most Postgraduate Diplomas last for nine months full-time.
- Postgraduate Certificates generally last for four to five months full-time.
- Many Postgraduate Diploma and Certificate programmes are available on a part-time basis.

With more than 270 taught options to choose from, you should be able to find a programme that matches your interests. You can find taught programme details within each individual college section which are then split further by individual school and research institutes.

How to apply

Before starting your application we strongly recommend that you review any relevant information for prospective postgraduate students on the web pages of the graduate school you are applying to.

Applications are made via our online application form. Before submitting, you may save and return to your application as many times as you wish within 42 days.

If you are applying for a postgraduate taught degree, go to: www.glasgow.ac.uk/postgraduate/apply

Application deadlines

Type of applicant	Deadline
Non-EU	22 Jul 2016
UK & EU	26 Aug 2016
Master of Veterinary Public Health non-EU	22 Oct 2016
Master of Veterinary Public Health UK & EU	9 Dec 2016

For science & engineering programmes that begin in January, application deadlines are:

Type of applicant	Deadline
Non-EU applicants	14 Nov 2016
UK & EU applicants	9 Dec 2016

Entry requirements

Applicants for the majority of postgraduate degrees should have obtained at least a 2.1 Honours degree (or equivalent). In some cases work experience is also taken into account.

Online programmes

Our distance learning and online courses bring our university to you, so you can expand your horizons no matter where you are in the world. Our online programmes offer the same excellent teaching and assessment standards as their campus-based equivalents – and they lead to the same qualifications, awarded by the University of Glasgow.

We currently offer distance learning study options on the following taught postgraduate programmes:

- Creative Writing, MLitt
- Doctorate in Education, EdD
- Health Professions Education/Health Professions Education (with Research), MSc
- Health Technology Assessment, MSc
- Leading, Improving & Transforming Care, PgCert
- Learning & Teaching in Higher Education, MEd
- Religious Education by Distance Learning (CREDL), Cert
- Spiritual & Religious Care in Health & Social Care, PgCert
- Sport and Exercise Science & Medicine, MSc
- Wildlife & Livestock Management, MSc

For further information on online programmes, visit www.glasgow.ac.uk/onlineprogrammes

Further information

For further information, email: pgadmissions@glasgow.ac.uk

Postgraduate research degrees

About research degrees

Postgraduate research degrees can generally be divided into Research Masters and Doctoral (PhD) degrees. They are often suitable for students who have already completed a Masters degree and allow you to undertake a research project under the guidance of an academic supervisor.

PhD (Doctor of Philosophy): The normal length of study for a PhD is three to four years full-time or six to eight years part-time study. Students undertaking a PhD are expected to produce original work that makes a significant contribution to knowledge in, or understanding of, a field of study. A PhD thesis is a maximum of 80,000 – 100,000 words, depending on the college, or agreed equivalent (if comprised of applied or creative components).

MLitt (Master of Letters) by Research: The normal length of study for an MLitt (Research) is two years full-time or three years part-time. Students undertaking an MLitt (Research) are expected to make a significant contribution to knowledge in, or understanding of, a field of study. The MLitt thesis is between 40,000 and 70,000 words or agreed equivalent (if comprised of applied or creative components).

MPhil (Master of Philosophy) by Research: The normal length of study for the MPhil (Research) is one year full-time or two years part-time. Students undertaking an MPhil (Research) are expected to make a distinct contribution to knowledge in the field of study. The thesis is between 30,000 and 40,000 words or agreed equivalent (if comprised of applied or creative components).

MSc (Master of Science) by Research: The MSc (Research) may be awarded to a student whose postgraduate course of special study and research represents a distinct contribution to knowledge. The period of study is one year full-time or two years part-time and the thesis is normally 30,000 – 50,000 words.

MRes (Master of Research) Taught and Research: The MRes allows students to take a number of taught courses alongside a substantive dissertation.

MMus (Master of Music) Research: This is offered as one year full-time or two years part-time study. Students attend research seminars and complete a thesis or portfolio.

MD (Doctor of Medicine): This is offered two years full-time or four years part-time (for medically qualified graduates only).

EngD (Engineering Doctorate): This is offered four or five years full-time with an emphasis on research in an industrial context.

EdD (Doctor of Education): The period of study is 60 months part-time by distance learning. For those who wish to engage with professionally located issues at an advanced level. Comparable in standing with the PhD, the EdD provides a programme of advanced study that is both professionally relevant and academically rigorous. The programme is offered in a distance e-learning mode designed to afford high levels of interaction in a supportive community.

MFA (Master of Fine Arts in Creative Writing) by Research: The MFA is offered over two years full-time and four years part-time. The programme consists of completion of core seminars and submission of a portfolio of 40,000 – 60,000 words, including a creative project and essay of written work.

MVM (Master of Veterinary Medicine): This is offered one year full-time or two years part-time (for veterinary qualified graduates only).

MTh (Master of Theology) by Research: The MTh is offered over one year full-time and two years part-time. Students complete a thesis which should not exceed 40,000 words.

DFA (Doctor of Fine Arts in Creative Writing): The normal length of study for the DFA is three or four years full-time and six years part-time. Students will complete core seminars and submit a portfolio of 70,000 – 100,000 words, including a creative project and essay of written work which should make a significant contribution to literature and normally contain material worthy of publication.

DPT (Doctor of Practical Theology): The normal length of study for the DPT is three or four years full-time and six years part-time. Students study four courses delivered by directed learning and complete a research project leading to submission of a dissertation or equivalent research portfolio of 50,000 to 65,000 words.

Research opportunities

We welcome applicants with their own research proposals or those looking for a specific funded project. To browse the latest opportunities see www.glasgow.ac.uk/research/opportunities

How to apply

We accept applications for research degrees all year round. Before starting your application we strongly recommend that you review any relevant information for prospective postgraduate students on the web pages of the graduate school you are applying to.

Applications are made via our online application form. Before submitting, you may save and return to your application as many times as you wish within 42 days.

If you are applying for a research degree, you may want to identify a potential supervisor and contact them to discuss your research proposal before you apply. Please note, even if you have spoken to an academic staff member about your proposal, you still need to submit an online application form.

You can find relevant academic staff members using our staff interests search at www.glasgow.ac.uk/research/opportunities/search

You can apply at www.glasgow.ac.uk/research/apply

Entry requirements

Applicants for the majority of postgraduate degrees should have obtained at least a 2.1 Honours degree (or equivalent). A Masters qualification may also be required for PhD study. In some cases work experience is also taken into account.

Further information

For further information, email: pgadmissions@glasgow.ac.uk

FEES, FUNDING & SCHOLARSHIPS

We understand that financing your studies and living costs can be a concern for many postgraduate students. At Glasgow we aim to provide our students with as much financial support as possible and continuously strive to expand our range of scholarships and bursaries for both UK/EU and international students.

Tuition fees

Tuition fees cover the cost of registration, supervision of research or study, and examination and recreation facilities. Some laboratory-based and clinical departments may require payment of an additional bench fee: your college or graduate school will be able to advise you. You must arrange funding for your tuition fees and living costs before your studies begin.

Fees for 2016 – 17 will be published in full online at www.glasgow.ac.uk/fees

Cost of living

The cost of living can vary depending on your needs. As a rough guide, to study in the UK we recommend around £12,100 per year for a single student, a minimum of £18,000 for married couples and for each child add £3,000 per year. See table on the opposite page.

Graduate Teaching Assistantships

You may be able to earn while you learn. Some schools offer Graduate Teaching Assistantships. These are mainly for postgraduate research students and involve conducting tutorials and undertaking other teaching-related duties for first- and second-year undergraduate students. Ask your graduate school office for information.

Part-time work during study

Our Careers Service advertises details of part-time work opportunities at www.glasgow.ac.uk/careers

Scholarships

To search for scholarship and funding opportunities, go to www.glasgow.ac.uk/scholarships

Alternatively, you may be able to apply to the Student Award Agency for Scotland for a Postgraduate Tuition Fee Loan to help with the cost of fees. For a list of eligible degree programmes, see www.saas.gov.uk

The following scholarships may be available for postgraduate applicants:

- Glasgow Alumni Scholarships – 10% fee discount for alumni
- Postgraduate Talent Scholarship – £2,000 for students who could face financial difficulties in taking up a place to study a taught Masters programme
- Scholarships for international students, offered by Glasgow in conjunction with external bodies including: Saltire International Scholarships worth £2,000; Carnegie-Cameron bursaries worth £4,000 and Santander scholarships worth £5,000.

If you are a postgraduate research degree applicant, the main source of information on funding is the webpage of the graduate school you are applying for.

To view the latest funding opportunities and scholarships, see

- www.glasgow.ac.uk/arts/graduateschool
- www.glasgow.ac.uk/mvis/graduateschool

- www.glasgow.ac.uk/scienceengineering/graduateschool
- www.glasgow.ac.uk/socialsciences/graduateschool

Scottish Funding Council Places

A number of our taught programmes are supported by funding provided by the Scottish Funding Council (SFC). The SFC funding covers tuition fees for Scottish and EU (Non UK) students and places are awarded on a competitive basis.

Throughout the programme pages of this prospectus the SFC icon indicates programmes supported by SFC funding.

For more information visit www.glasgow.ac.uk/sfc

Find out more

To find out what support is available, and to get advice about topics such as financial aid, budgeting, paying tax and setting up bank accounts, see www.glasgow.ac.uk/studentfinance

Tuition fees (2016 – 17)*

Full-time students from the UK/EU	per year
Most taught programmes (non-clinical)	£6,950
Research programmes	see website
MBA	£15,500
Full-time international students (non UK/EU)	
Most taught or research programmes for arts or social sciences **	£15,250
Most taught or research programmes for science & engineering	£18,900
Most taught or research programmes for medical, veterinary & life sciences (non-clinical)	£18,900
MBA	£22,950
Most taught or research programmes in medicine, dentistry, veterinary medicine (clinical)	£33,950

Cost of living

Average cost per month of living in self-catered accommodation	
Accommodation	£470
Food	£180
Clothes	£70
Travel in Glasgow	£40
Laundry/stationery etc	£30
Telephone/internet	£40
Entertainment	£120
Total	£950
Additional costs per year	
Books	£400
UK travel	£300
Total	£700

* Please note tuition fees are subject to change and are for guidance only.

** Please note tuition fees may be higher for programmes in the Adam Smith Business School. Visit www.glasgow.ac.uk/fees for full details.

THE SMALL PRINT

This publication is intended to help you choose your programme of study at the University of Glasgow. It does not replace the University Calendar as a statement of the University regulations.

All students will be required as a condition of registration (matriculation) to abide by, and to submit to the procedures of, the University's rules and regulations, as amended from time to time. A copy of the current regulations is available, on request, from Student Services, or the University Calendar can be viewed online at: www.glasgow.ac.uk/senate/calendar

Every effort has been made to ensure the accuracy of the information contained within this publication but it is subject to alteration without notice. The University will use all reasonable endeavours to deliver courses in accordance with the descriptions set out in this publication. The University, however, reserves the right to make variations to the contents or methods of delivery of courses, to discontinue courses and to merge or combine courses, if such action is reasonably considered to be necessary by the University. If the University discontinues any course, it will use its reasonable endeavours to provide a suitable alternative course. In the event of industrial action or other circumstances beyond the University's control interfering with its ability to provide these courses or services, the University will undertake to minimise disruption as far as is practicable.

Published admissions requirements are subject to alteration and may differ from those listed in this prospectus.

Data Protection Act

The University collects and processes information, including images, about its students, applicants and potential applicants, for academic, administrative, management, pastoral, and health and safety reasons. Some of this information is considered as sensitive personal data in the terms of the Data Protection Act 1998. The information is provided by a student, applicant or potential applicant or on his/her behalf. It is not possible to become, or remain, a registered (matriculated) student, or to process an application without agreement to provide this information. The information is processed in accordance with the University's Notification with the Information Commissioner under the Data Protection Act 1998, and is disclosed to third parties only with students' consent, or to meet a statutory obligation, or in accordance with the University's Notification with the Information Commissioner, or in accordance with the terms of the Act.

Equality and diversity

The University of Glasgow is committed to promoting equality in all its activities, and aims to provide a work, learning, research and teaching environment free from discrimination and where difference is positively valued. The University's equality policies and other useful sources of information are available on the website at www.glasgow.ac.uk/equalitydiversity

Refund of private fee contributions

For the University's refund policy, please see www.glasgow.ac.uk/scholarships/fees/refund

Additional fees

In common with other universities, students on certain courses at the University of Glasgow may incur additional expenditure on items such as fieldwork, specialist materials and supplementary instrumental tuition; although some assistance from University funds may be available to meet such expenditure, responsibility for payment will rest with the student. In addition, small charges may be made in some subjects for such items as course materials, photocopying and laser printing; detailed information may be obtained from the University's schools or colleges.

General Council registration fee

All first-time graduates from the University of Glasgow must, prior to graduation, pay a registration fee to become a member of the University's General Council. Payment of the fee means that your name will be entered in the Register of Graduates and you will be entitled to attend the twice-yearly statutory meetings of the Council and vote in its elections. You will also receive regular mailings from the Council, which will include the University's Annual Review.

Associated institutions

The University is proud of its associations with The Glasgow School of Art and Scotland's Rural College. Both are independent higher education institutions. If you apply for a programme offered by either institution, you will pursue your studies at that institution but your final degree will be conferred by the University of Glasgow. Applications should be made to the institution and not to the University.

The University has made separate arrangements with each institution for access to University facilities. The institution concerned will provide guidance on these arrangements. For further information: www.gsa.ac.uk and www.sruc.ac.uk

Credits

Design:
D8 (www.d8.uk), working in conjunction with the Recruitment & International Office, University of Glasgow.

Photography:
Reuben Paris, Mark Hamilton and the University Photography Unit. Others courtesy of Glasgow City Marketing Bureau, Nomad RDC.

Additional Photography:
Kelvingrove Art Gallery & Museum
Courtesy of VisitScotland

T in the Park
Euan Robertson

Mountain biking on the Black Route
Courtesy of VisitScotland

Buchanan Street
Courtesy of Glasgow City Marketing Bureau

Sir Chris Hoy Velodrome
Courtesy of Glasgow Life

Riverside Museum
Copyright Glasgow Museums 2015

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Education 
Innovative. Individual. Inspirational.

QAA
Scotland
UK Quality Assured
Reviewed 2012

Appendix 4: Berita Acara Bimbingan Skripsi**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama : Lis Maria Indraini
2. NIM : 125110101111039
3. Program Studi : S1 Sastra Inggris
4. Topik Skripsi : Discourse Analysis
5. Judul Skripsi : Cohesive Devices Found In Postgraduate Prospectus of University of Glasgow
6. Tanggal Mengajukan : 19 September 2015
7. Tanggal Selesai Revisi : 26 Januari 2016
8. Nama Pembimbing : Emy Sudarwati, S.S., M.Pd.
9. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1	12 Oktober 2015	Pengajuan BAB I, BAB II, BAB III	Pembimbing	
2	20 Oktober 2015	Pengajuan Revisi BAB I, BAB II, BAB III	Pembimbing	
3	20 Oktober 2015	Acc Seminar Proposal	Pembimbing	
4	6 November 2015	Seminar Proposal	Pembimbing	
5	22 Desember 2015	Pengajuan BAB IV dan BAB V	Pembimbing	
6	31 Desember 2015	Pengajuan Revisi BAB I, BAB II, BAB III, BAB IV, BAB V	Pembimbing	
7	1 Januari 2016	Acc Seminar Hasil	Pembimbing	

8	8 Januari 2016	Seminar Hasil	Pembimbing	
9	25 Januari 2016	Ujian Skripsi	Pembimbing	
10	26 Januari 2016	Revisi Setelah Ujian Skripsi	Pembimbing	
11	26 Januari 2016	Acc Penjilidan Skripsi	Pembimbing	

10. Telah dievaluasi dan diuji dengan nilai :

Malang, 26 Januari 2016

Mengetahui,

Ketua Jurusan Bahasa dan Sastra

Dosen Pembimbing

Ismatul Khasanah, M.Ed., Ph.D.
NIP. 19750518 200501 2 001

Emy Sudarwati, S.S., M.Pd.
NIK. 2010098304142001

