

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	MA
4	Programme title	Linguistics
5	Programme Accredited by:	N/A
6	UCAS Code	N/A
7	QAA Subject Benchmarking Group(s)	N/A
8	Date of production/revision	25 May 2004

9	Programme Aims:	<p>To produce postgraduate students holding a Master's degree who possess:</p> <ul style="list-style-type: none"> (i) the research skills necessary to undertake independent study in linguistics and English language; (ii) the ability to undertake further postgraduate study; (iii) an advanced knowledge of a range of issues in the subject area; (iv) the ability to engage critically with current work in the subject area. <p>To provide a programme:</p> <ul style="list-style-type: none"> (i) in which teaching is informed by research; (ii) which consistently attracts highly qualified applicants, including mature and overseas applicants; (iii) which enables students to conduct arguments effectively in discrete high-level essays; (iv) which enables students to work independently under supervision so as to produce a long piece of research (the dissertation); (v) which fully meets the requirements of the QAA's Framework for Higher Degree Qualifications at Masters level; (vi) which conforms to University policies and procedures.
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10(a)	Programme Intended Learning Outcomes:	
A	Knowledge and understanding	
A1		Advanced understanding and specialized knowledge of selected areas of study in linguistics and/or English language, including core areas (e.g. syntax, phonology) and, if chosen, applied linguistics.
A2		Understanding of the relationship between research in different areas of linguistics.
A3		Knowledge of recent and current theoretical debates in linguistics.
B	Subject-specific/professional skills	
B1		Mastery of search and library skills, critical methodologies and theories, and tools for research in the humanities.
B2		Ability to address linguistic questions and problems in terms of the theoretical debates currently at the forefront of academic work in linguistics and/or English language.
B3		Mastery of the methods and skills required to obtain and interpret data relevant to research in linguistics and/or English language.

B4	Ability to place work on a specific topics in linguistics and/or English language in their wider theoretical context.
C	Cognitive skills
C1	Critical evaluation of arguments and theories
C2	Problem solving
C3	Data collection and analysis
C4	Synthesis
D	Key (transferable) skills
	Ability to:
D1	demonstrate self-direction and originality in planning and completing tasks,
D2	deploy information technology (word processing; the internet) appropriately,
D3	present research findings in a clear and accessible way,
D4	work to deadlines.

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A Knowledge and understanding	<p>A1-A3 will be acquired through lectures, seminars, and tutorials in taught modules, and through the preparation and completion of submitted coursework; more advanced knowledge and understanding are developed through supervised independent study leading to the dissertation. Knowledge of core linguistic disciplines is delivered through the modules in Bands A and B; Band C provides a range of further areas in linguistics, while Band D offers added options in applied linguistics. In addition, SEL800 provides a specific focus on A3.</p>
B Subject-specific/professional skills	<p>B1 is imparted through ART800; B2 and B4, through SEL800 and, in specific areas, through the modules in Bands A to D. Students are introduced to the relevant concepts and skills through lectures and seminars and practise them in seminar presentations, practicals, and in submitted work. Students are encouraged to undertake independent study and research through reading suggestions from module leaders; the essays and dissertation further this opportunity for independent learning.</p>
C Cognitive skills	<p>C1 is illustrated in lectures and developed through discussion and exchange in seminars, and through the module leaders' feedback on submitted work. C2 and C3 developed through seminar and practical exercises, and through work on specific problems for essays and the dissertation. C4 is illustrated in lectures and specially developed through submitted work and the dissertation.</p>
D Key (transferable) skills	<p>D1 is gradually developed through the progression from seminar and practical exercises to module submitted work, and finally to the dissertation. Students are introduced to D2 and D3 through ART800 and SEL800, and practise the relevant skills in seminar presentations, submitted work, and the dissertation. D4 is developed through the assessment process.</p>

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	
The taught modules deploy a variety of assessment strategies, including examination, written submitted work, oral presentation, and combinations thereof. This encourages students to develop both detailed knowledge of specialized areas (A1), and an integrated view of problems and issues in the discipline (A2 and A3).	
B Subject-specific/professional skills	
B1 and B3 are specially assessed through submitted work and the dissertation. B2 and B4 are tested through all forms of module evaluation and through the dissertation. The progression from module essays to dissertation provides an element of formative assessment.	
C Cognitive skills	
C1 is evaluated in all forms of assessment. C3 to C4 are assessed through submitted work and, particularly, in the dissertation.	
D Key (transferable) skills	
D1 and D2 are assessed through submitted work and, particularly, through the dissertation. Presentation in written form (D3) is evaluated in the essays and dissertation; oral presentation is not normally assessed directly, but students receive feedback on their seminar contributions. D4 is integral to the whole assessment process.	

11 Programme Curriculum, Structure, and Features:

Programme Curriculum

Please see the curriculum matrix attached.

Programme Structure

- (a) The programme consists of 180 credits. It is divided into modules with a value of 10, 20, or (in the case of the dissertation) 60 credits.
- (b) The programme is available for study in both full-time (one-year) and part-time (two-year) modes, subject to the definition of those modes in the University Progress Regulations for Postgraduate Taught Programmes.

The full-time route shall normally be structured as follows:

- *autumn term*: 60 credits' worth of taught modules, including 20 credits under regulation (c) below and at least 20 credits under regulation (d) below;
- *spring term*: 60 credits' worth of taught modules;
- *summer term*: dissertation (60 credits).

The part-time route shall normally be structured as follows:

- *1st semester*: 40 credits' worth of taught modules, consisting of 20 credits under regulation (c) below and 20 credits under regulation (d) below;
- *2nd semester*: 40 credits' worth of taught modules, consisting of 20 credits under regulation (d) below and 20 credits under regulations (e) or (f) below;

- 3rd semester: 40 credits' worth of taught modules under regulations (e) and/or (f) below;
- 4th semester: dissertation (60 credits).

(c) Candidates shall take the following modules:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	<i>Semester</i>
ART800	10	Arts Research Methods	1
SEL800	10	Research Methods in Linguistics	1

(d) Candidates shall select modules to the value of 20 credits from Band 1 and 20 credits from Band 2.

(e) Candidates shall select further modules to the value of 40 credits from Band 3.

(f) Candidates shall select further modules to the value of 20 credits from Bands 1 to 4.

(g) With the advice and permission of the Degree Programme Director, candidates may, in place of regulation (d) above, take the following two modules:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	<i>Semester</i>
ELL806	10	English Sentence Structure	1
ELL807	10	English Phonetics and Phonology	1

Candidates with such advice and permission shall select modules to the value of 40 credits under regulation (f) above.

(h) With the advice and permission of the Degree Programme Director, candidates may take modules to the value of not more than 20 credits from the Humanities and Social Sciences Research Training Programme in place of either regulation (c) or regulation (f).

(i) All candidates shall take:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	<i>Semester</i>
ELL899	60	Dissertation	2

(j) Module bands: *

Band 1

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	<i>Semester</i>
SEL826	20	Constraint-Based Syntax	1
SEL827	20	English Syntax: Principles and Parameters	2
SEL828	20	Issues in Syntax	2
SEL829	20	Introduction to Cross-Linguistic Syntax	1

Band 2

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	
ELL915	20	Introduction to Phonology and Morphology	2
SEL830	20	Optimality-Theoretic Phonology	2
SEL831	20	Issues in Prosodic Phonology	2
SEL832	20	Topics in English Phonology	2

Band 3

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	<i>Semester</i>
SEL833	20	Language Origins and Evolution	1
SEL834	20	Topics in Semantics and Pragmatics	1
SEL835	20	Language, Speech, and Thought	2
SEL836	20	The History of Linguistic Ideas	1
SEL837	20	Language and Computation	1
SEL838	20	Design and Analysis of Linguistic Corpora	2

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SEL839	20	Linguistic Fieldwork	2
SEL840	20	Issues in First Language Acquisition	2
SEL841	20	Issues in Second Language Acquisition	2
SEL842	20	Implications of Second Language Acquisition Research for Classroom Teaching	2
SEL843	20	Old English Language	1
SEL844	20	English Name Studies	1
SEL845	20	Old Icelandic	2
SEL846	20	Issues in Bilingualism and Language Contact	2
SEL849	20	Topics in Lexical Morphology	1
ELL936	20	Sociolinguistics of Language and Society	2
ELL937	20	Understanding Language Change: the Case of Middle English	1
ELL942	20	Analysing Discourse	1

Band 4

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>	<i>Semester</i>
CHN705	10	Translation Studies I	1
CHN805	10	Translation Studies II	2
SPE884	20	Introduction to TESOL	1
EDU841	20	TESOL Theory and Practice **	1
CIS806	10	Computer-Assisted Language Learning I **	1
CIS807	10	Computer-Assisted Language Learning II **	2
LCP808	10	Video in Language Teaching I **	1
LCP809	10	Video in Language Teaching II **	2
SPE886	20	Language and Cross-Cultural Communication	1
LCE110	10	Dissertation Writing	2

Notes:

* Not all modules may be available every year. Please see the programme supplied at the start of each year.

** Only available to those with teaching experience.

Programme Rationale

The programme is characterized by its extraordinary flexibility and range of options. These features are designed to appeal to students with a wide range of interests, including theoretical and general linguistics, descriptive linguistics (whether focusing on English or on other languages), applied linguistics, and combinations thereof.

Generic and specific training in research methods is compulsory under regulation (c): ART800 provides broad-based research training in Arts; SEL800 provides specific research training in linguistics and English language. Both modules are taken in the first semester of the programme. Regulation (h) above caters for highly qualified students whose interests (e.g. sociolinguistics, corpus analysis) call for training in advanced quantitative, statistical, or experimental methods.

Under regulation (d), the programme requires study of the two central linguistic disciplines (phonology and syntax) through no less than two modules from Bands 1 and 2. At least one of these modules must be taken in the first semester. Regulation (g), which offers the option of substituting ELL806 and ELL807 for the phonology and syntax modules prescribed in regulation (d), meets the needs of students with a special interest in applied linguistics, affording them the opportunity to engage in further study of the English language.

The dissertation, taken at the end of the programme, provides students with the opportunity of consolidating, developing, and refining their knowledge and skills through a substantial piece of research into a specialist linguistic topic.

12 Criteria for Admission:**Admissions policy**

Applicants are required to possess a first degree of Class 2:1 or above (or the equivalent). The degree must include some study of linguistics, English language, or an appropriate related discipline (e.g. a language other than English, philosophy, anthropology, psychology, cognitive science, computer science, mathematics, etc.). Overseas students whose first language is not English must reach a minimum IELTS score of 6.5 and may be required to attend a pre-sessional or in-sessional course at the University Language Centre.

Arrangements for non-standard entrants

Applicants without the standard qualifications would be asked to submit work and to come for interview.

Any Additional Requirements

None

13 Support for Students and their Learning:**Induction**

All students are registered in the Graduate School which has the infrastructure to support postgraduate students and their learning.

The Graduate School organises an induction event which includes introductions to key people and services in the Faculty and University, such as the Careers and Disability services. This is followed by a reception which provides an early opportunity for students to meet each other. In addition, students of the School of English will attend an induction meeting led by the Degree Programme Director when the programme content will be explained in detail. Candidates are provided with a Degree Programme Handbook detailing curricular assessment methods, degree regulations, and sources of help and support, and outlining the degree programme content. Each new research student will have a mentor appointed from among more advanced research students (i.e. students who have completed at least one year of their research studies) to provide informal support and advice.

Study skills support

Training in professional and key skills is integral to the programme, both in the specific compulsory research training modules and in the skills acquired through the optional modules. In addition, the following facilities are available:

- Access to all staff including the DPD during specified office hours or by appointment
- Student Resource Centre (including a video library)
- Virtual learning environment (Blackboard)
- Student email
- Access to the University's IT network and to postgraduate workrooms in the School of English
- Postgraduate common room

Academic support

The Director of Postgraduate Studies in the School of English takes overall responsibility for postgraduate students while the Degree Programme Director for the MA oversees all aspects of the programme. Module leaders provide academic support for taught elements of the programme. Students will have a supervisor appointed for the dissertation.

The School has a lively Visiting Speakers programme each semester, which we encourage all postgraduates to attend. In addition, we run a staff-postgraduate seminar, the Wednesday Group, at which both staff and postgraduates deliver papers. Our postgraduates also run their own discussion group, Postgraduate Forum.

Information about extra-curricula academic events in the School is advertised in the biannual staff-postgraduate newsletter and also on the School webpage.

Language support

The University Language Centre provides many useful facilities in support of students whose first language is not English.

Pastoral support

Students will be entitled to the full range of pastoral and personal support offered to postgraduate students in the university, which includes the University's Student Counselling Service, the Student Advice Centre, and the Graduate School Office in the Faculty of Humanities and Social Sciences. Students will have access to the MA DPD as indicated above. Problems can also be raised with the Director of Postgraduate Studies or the Head of School. A School of English postgraduate staff/student committee meets regularly to facilitate communication and to enable issues to be aired. Each student also has a 'mentor' referred to under 'Induction' above.

Support for Special Needs

The University Disability Unit offers advice, guidance, and support for students with disabilities and specific learning difficulties (e.g. dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Advisor, Co-ordinator for deaf students, and a Technical Support Advisor. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.

Learning resources

The University Library is a rich resource which will fulfil all reasonable requirements arising from taught modules and will meet most research needs associated with dissertation-writing. The Inter-Library loan service and the holdings of other libraries within the city and the region (The Literary and Philosophical Society Library, the University of Northumbria Library, the City Library and the University of Durham Library) can complement and supplement the provision of the University Library to meet personal research needs.

The University Computing Service provides comprehensive computing facilities for all students at many open-access sites on campus, including provision for disabled access, with regular upgrade of equipment and software and management of student web accounts. There is remote access to the Library catalogue and other services. The School of English has a dedicated postgraduate workroom with networked PCs, and a postgraduate common room.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews

Student appraisal forms are seen by module and degree programme directors, and are considered by the Postgraduate Committee and the Postgraduate Board of Studies, which make recommendations for improvement. Action taken is reported back to the Staff-Postgraduate Committee.

General issues raised at Board of Studies

Bi-annual Personal Research Development meetings

Programme reviews

Semesterly meeting of all staff contributing to the degree programme

General issues raised at Board of Studies
 Regular School meetings to review teaching and plan ahead
 Internal Subject Review
 Annual Monitoring and Review

External examiner reports

Board of Studies, reserved business
 Faculty Teaching Committee

Accreditation reports

Not relevant

Student evaluations

Seen by module and degree programme directors

Feedback Mechanisms

Postgraduate Staff-Student Committee
 Board of Studies
 School Teaching Committee

Faculty and University Review Mechanisms

Faculty Teaching Committee
 University Teaching Committee

15 Regulation of Assessment

The assessment procedure for this programme is subject to the University's Examination Conventions for Taught Postgraduate Programmes.

Pass Marks

Pass mark for Diploma = 50

Pass mark for MA = 50

Course Requirements

To qualify for the Masters Degree students must complete all course requirements and must pass all modules. To qualify for the Diploma students must complete all taught modules.

Weighting of Stages

N/A

Common Marking Scheme

Above 70	Distinction
Between 60 and 69	Merit
Between 50 and 59	Pass

Role of the External Examiner

To moderate essays and to read a sample of dissertations
 To attend the Board of Examiners in June (establishes marks for all taught modules)
 To agree all dissertation marks with DPD following the June meeting.
 To report on the examination procedure
 To monitor standards and report back to the University

16 Indicators of Quality and Standards:

Professional Accreditation Reports

N/A

Internal Review Reports

N/A

Previous QAA Reports

In the 1995 TQA the teaching in the School as a whole was deemed excellent.

This specification provides a concise summary of the main features of the MA in Linguistics programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report