

## PROGRAMME SPECIFICATION



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Integrated PhD in Educational and Applied Linguistics
<b>4</b>	<b>Programme Title</b>	Integrated PhD in Educational and Applied Linguistics
<b>5</b>	<b>UCAS/Programme Code</b>	8182
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	
<b>8</b>	<b>FHEQ Level</b>	D
<b>9</b>	<b>Date written/revised</b>	25/5/2010

### 10 Programme Aims

1. To gain an advanced knowledge and understanding of Educational and Applied Linguistics.
2. To undertake a general training in research methods and management within Educational and Applied Linguistics.
3. To undertake a specific training in research methods and techniques relating to an approved research project in Educational and Applied Linguistics.
4. To undertake a research project which will make an original contribution to knowledge and understanding in Educational and Applied Linguistics.
5. To gain a range of professional and key skills which will enable them to engage in teaching and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment.

### 11. Learning Outcomes

The Integrated PhD in Educational and Applied Linguistics aims to help students achieve a critical conceptual understanding of practice, thought, evidence and theory relating to recent developments in Educational and Applied Linguistics. Students will then be in a position to apply this understanding to their own professional context.

Students will take compulsory modules, which help students gain the skills, knowledge and understanding to engage with and evaluate research and theory in Educational and Applied Linguistics.

These modules will also enable students to prepare a research proposal, and carry it out. In addition, students will take optional modules related to their professional situation. Students also complete a research study, which can answer questions about an issue of professional concern or interest.

By the end of the programme, students will be able to:-

- present key facts and concepts, ideas and approaches relating to the subjects of their modules and their research in an accurate and coherent way
- collect and critically evaluate information and commentary on research in Educational and Applied Linguistics, especially in the areas students select to study
- design, conduct and present a research investigation in a area of Educational and

<p>Applied Linguistics</p> <ul style="list-style-type: none"> <li>- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences</li> <li>- undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches</li> <li>- have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments</li> </ul>
<b>Knowledge and Understanding</b>
<p>On completing the programme students should have:</p> <p>1 An advanced knowledge and understanding:</p> <p>A1 of practice, thought, evidence and theory relating to recent developments in Educational and Applied Linguistics. Students will then be in a position to apply this understanding to their own professional context.</p> <p>A2 of a wide range of key issues, facts and concepts together with detailed knowledge of a specialist area.</p>
<b>Teaching and Learning Methods</b>
<p><b>A. Knowledge and understanding</b></p> <p>A1 Lectures, Independent reading, tasks, seminars</p> <p>A2 Lectures, Independent reading, tasks, seminars</p> <p>The primary means of imparting knowledge and understanding are lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.</p>
<b>Assessment Strategy</b>
<p>A1 Module assignments, thesis</p> <p>A2 Module assignments, thesis</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p><b>B Select and use appropriate research skills, techniques and have a detailed understanding of and ability to apply techniques for research and advanced academic enquiry including :</b></p> <p>B1 Collect and critically evaluate information and commentary on research in Educational and Applied Linguistics, especially in the areas students select to study</p> <p>B2 Use appropriate methods of enquiry</p> <p>B3 Use quantitative and qualitative research methods</p> <p>B4 Understand and use ethical issues in research</p>
<b>Teaching and Learning Methods</b>
<p>Lectures, Independent reading, tasks, seminars</p> <p>Skills are taught through lectures and seminars. Throughout the course students are encouraged to supplement taught material by independent reading. Directed tasks are also used.</p>
<b>Assessment Strategy</b>
<p>Module assignments, thesis</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p><b>C Manage a major research project</b></p>

<p>The abilities to</p> <p>C1 establish a suitable research project</p> <p>C2 produce a research proposal and plan</p> <p>C3 manage the project</p> <p>C4 write up the project</p>
<p><b>Teaching and Learning Methods</b></p> <p>Lectures, seminars, discussion groups. Reading of successful project proposals and case studies. Individual supervision of students (two supervisors per student). Research project management is taught by lectures and seminars given on the research methods modules. Students are encouraged to learn by reading successful theses, evaluating research proposals and plans, and looking at case studies of successful and unsuccessful research projects. They write a proposal and have annual progress panels to assess progress and achievement. Each student has a main and a second supervisor. Records are kept of all supervision meetings. Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback</p>
<p><b>Assessment Strategy</b></p> <p><b>Personal research project</b> Module assignments, thesis The completion of a thesis in the field of Educational and Applied Linguistics which constitutes an original contribution to knowledge and understanding and which contains material worthy of publication.</p>
<p style="text-align: center;"><b>Transferable/Key Skills</b></p> <p><b>D Professional and key skills</b> The acquisition of a range of professional and key skills including: D1 communication D2 library skills and IT D3 academic writing and study skills D4 higher education teaching skills</p>
<p><b>Teaching and Learning Methods</b></p> <p>Seminars, workshops, presentations, lectures. Communication Skills are developed in seminars and workshops. Higher education teaching skills are developed through ALT8003 “Teaching and Learning in Higher Education”.</p>
<p><b>Assessment Strategy</b></p> <p>D2 and 3 are assessed through the skills portfolio produced for the Approaches to Academic Study module. D4 assessed via observation of teaching and receiving feedback and portfolio tasks as demanded by ALT8003.</p>
<p><b>12 Programme Curriculum, Structure and Features</b></p> <p><b>Basic structure of the programme</b></p> <p><b>A Subject knowledge and understanding</b> Advanced knowledge and understanding is gained through compulsory modules and specialist modules in years 1 and 2, with placement informing the links to practice.</p> <p><b>B Research skills</b> Research skills are taught in the Research Methods modules during the first year of the programme. This is supplemented by input given by the research supervisor.</p> <p><b>C Research project management</b> Research project management is taught by lectures and seminars given on the research methods modules. This is supplemented by input given by the research supervisor.</p> <p><b>D Personal research project</b> Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback.</p>

**E Professional and key skills**

These are developed in the first year through the Approaches to Academic Study, and Teaching and Learning in Higher Education module.

**Key features of the programme (including what makes the programme distinctive)**

A full time programme designed for overseas students who would prefer the support and structure of a taught doctoral programme, also open to full-time home students. The programme is not offered on a part-time basis. Flexible entry dates (January and September), allow students to tailor the degree to their own circumstances.

**Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme>

**13 Criteria for admission**

Students must have a Masters degree in a relevant discipline. Students who have completed the Newcastle MA TESOL/Applied Linguistics may have up to 100 credits transferred to the IPhD, providing they have attained a final score of at least 60% in each module credited.

*Admissions policy/selection tools*

Admissions considered by 2 academic selectors through the postgraduate applications portal software programme

*Non-standard Entry Requirements*

Considered on a case by case basis by 2 academic selectors

*Additional Requirements*

2 academic references required. Teaching experience if possible.

*Level of English Language capability*

6.5 IELTS (with a minimum of 6.5 in each section) or 575 TOEFL.

**14 Support for Student Learning***Induction*

During the first week of the second semester students attend an induction programme offered by both ECLS and HaSS. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see <http://www.ncl.ac.uk/postgraduate/international>)

*Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

*Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.htm>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support>

### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/students/wellbeing/disability-support>

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/facilities>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/undergraduate/international/into>

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

#### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

*Accreditation reports*

*Additional mechanisms*

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 50 (Postgraduate programmes)

### *Course requirements*

Progression is subject to the University's Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/students/progress/staff-resources/information/contact/regs.htm>) and Examination Conventions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

### **Summary description applicable to IPhd programmes**

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/requests>)

The School brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the 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.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	Specialist modules (see list below)/ <b>ALT8003/ALT8004/HSS8002</b>
A2	Specialist modules (see list below)/ <b>ALT8003/ALT8004/HSS8002</b>
A3	Specialist modules (see list below)/ <b>ALT8003/ALT8004/HSS8002</b>
A4	Specialist modules (see list below)/ <b>ALT8003/ALT8004/HSS8002</b>
B1	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
B2	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
B3	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
B4	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
C1	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
C2	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
C3	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
C4	<b>Research Methods Modules HSS8004/HSS8005/research supervision</b>
D1	<b>Production of thesis (50,000 words) /Research Methods Modules HSS8004/HSS8005/research supervision</b>
D2	<b>Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision</b>
D3	<b>Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision</b>
D4	<b>Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision</b>