

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Applied Linguistics and TESOL
5	Programme Code	4056F, 4056P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Last updated	May 2014

10 Programme Aims

The programme is informed by leading edge research in areas of applied linguistics and TESOL. It builds on experience of the staff working with students and practitioners from/in different cultural background/context. The programme offers professional development opportunities for language teachers as well as students who would like to work as language teachers.

The programme aims:

1. To develop students' knowledge and understanding of theories and concepts in applied linguistics and TESOL
2. To provide students with learning environments that enhance their critical engagement with theories, concepts, and practice in areas of applied linguistics and TESOL and their reflection upon practical implications for their own teaching and learning context.
3. To facilitate application of knowledge and understanding and professional skills to relevant teaching and learning contexts
4. To enable students to undertake an independent and systematic investigation on particular areas of applied linguistics and TESOL
5. To enhance students' independent learning and transferable skills required for continuing professional development or lifelong learning.

11 Learning Outcomes

Intended learning outcomes for the Degree Programme conform to those defined by the HEQF as being at Masters Level. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, and key skills in the following areas.

Knowledge and Understanding

On completing the programme students should have:

- A1 In-depth knowledge and understanding of theories, principles, concepts and methodologies in applied linguistics and TESOL
- A2 A critical awareness of key issues or debates concerning teaching and learning English as a second/foreign language
- A3 In-depth knowledge and understanding of the developments and research in at least one of the areas of second language acquisition, discourse analysis, classroom interaction, language testing, learning English through media and technology, teaching English to young learners, teaching thinking in ELT, corpus linguistics, teacher development.

A4 In-depth knowledge of methodologies and techniques applicable to research in areas of applied linguistics and TESOL

Teaching and Learning Methods

A1-A4 are primarily achieved through lectures, seminars, workshops and tutorials. Lectures are the primary means for sharing knowledge and understanding with the students, while seminars and workshops allow students to make connections between theories and practice. Tutorials are arranged to meet individual learning needs. Throughout the course, students are encouraged for independent and critical reading. Students' knowledge and understanding will be further developed through preparations for presentations or undertaking an independent research project under the supervision of staff.

Assessment Strategy

A1-A4 are assessed primarily through written assignments, presentations or practical tasks, and the production of a dissertation/software portfolio.

Written assignments encourage students to have critical engagement with the literature and reflection on their own knowledge and understanding of relevant theories, concepts and methodology. Presentations and practical tasks enhance their understanding. The production of a dissertation and software portfolio requires deep understanding with selected theories, concepts and methodologies.

Intellectual (thinking) Skills

On completing the programme students should be able to:

- B1 Carry out intellectual enquiry in areas of applied linguistics and TESOL
- B2 Critically analyse theories, principles, methodologies and research findings in the fields of applied linguistics and TESOL
- B3 Synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses
- B4 Interpret, analyse, evaluate teaching/learning materials, language use or language production in the light of relevant theories, frameworks and cultural context.

Teaching and Learning Methods

B1-B4 will be developed through guided critical reading tasks, in-class activities, small group teaching, workshops and research projects.

Assessment Strategy

Intellectual skills are assessed, primarily through written assignments and a dissertation/software portfolio. The course work enables students to develop critical engagement with the existing literature or data and demonstrate their understanding and performance of intellectual skills.

Practical Skills (Subject-specific/professional)

On completing the programme students should be able to:

- C1 Apply applied linguistics and TESOL theories to interpret teaching and learning in a practical situation
- C2 Design language teaching and learning materials appropriate to targeted groups or related issues
- C3 Plan, design, conduct an independent research project in areas of applied linguistics and TESOL
- C4 Develop academic discourse at an advance level.

Teaching and Learning Methods

Practical skills of C1-C2 are developed through a combination of interactive lectures, seminars, presentations, workshops, and small group teaching. Students are encouraged to apply theories and practical skills to design and interpret teaching materials, and to analyse language use for teaching or communication purposes. Students will be given support and guidance by during lectures and tutorials. C3 will mainly be taught through the research methods module and workshops. Students are required to undertake research projects for their dissertations or software portfolios, in which they are to use the research skills they have been taught in the course. Additional tutorials on writing research proposals, research designs and data collections and analysis will be provided by personal tutors and at the subsequent meetings with individual dissertation supervisors. Attentions on academic discourse are drawn to students through critical reading, workshops and tutors' feedback on students' written work.

Assessment Strategy

Practical skills C1 and C2 are assessed by means of module assignments, including written work, oral presentations and small group teaching. Practical skill C3 is assessed through dissertations and software-Portfolios. Practical skill C4 is assessed through all the written work.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Present complex ideas clearly in both written and oral English
- D2 Work with others and resolve conflicts if necessary
- D3 Manage time, prioritise tasks and meet deadlines
- D4 Take initiatives and set goals for their own learning and personal and professional development
- D5 Adapt to changes
- D6 Use electronic databases, blackboard and on-line communication forum

Teaching and Learning Methods

D2-D6 are introduced to students in the induction programme, highlighting their importance for the success of the coming year. Library sessions will be provided on how to search and use the electronic databases and blackboard (D6). Subject specific sessions and workshops are organised to develop students' academic writing skills, and oral communication skills are developed through seminars, presentations, and group work (D1). Whenever possible, students are encouraged to work in teams through small group activities or presentations (D2). Students will be provided with information of module submission dates and an overview of course to help them set objectives, determine priorities, schedule their workload and meet deadlines (D3). Ex-MA or Phd students are invited to give insights to adaptations to a new teaching and learning environment (D4, D5).

Assessment Strategy

Transferable skills D1, D3, D4 and D6 are directly assessed through or reflected in their written work or oral presentations, while D2 and D5 are assessed indirectly through presentations or small group teaching.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The period of the study for the programme is normally 12-month full time. It consists of taught modules and a dissertation or software portfolio with a total of 180 credits. The taught part of the programme consists of a combination of compulsory modules in Applied Linguistics and TESOL to the value of 20 or 40 credits and optional modules to the value of 100 or 80 credits. The dissertation or software portfolio equals to the value of 60 credits.

a) The compulsory modules

For all students: (80)

ALT8001 Research Methods in Applied Linguistics (20)

ALT8098 Dissertation (60 credits) or ALT8099 Software Portfolio (60)

For students with less than two years' full-time teaching experience (20)

ALT8084 Introduction to TESOL (20)

b) The optional modules (80 or 100)

Students with at least two years' full-time teaching experience shall take optional Applied Linguistics and TESOL modules to a value of 80 credits.

Students with less than two years' full-time teaching experience shall take optional Applied Linguistics and TESOL modules to a value of 100 credits.

Students may substitute one of the Applied Linguistics and TESOL option modules to a maximum of 20 credits with modules from other sections subject to the approval by the Degree Programme Director (typically these will be modules in Cross Cultural Communication, Education and Linguistics).

Students who successfully complete all the taught elements of the programme but do not wish to proceed to the research project will be awarded a Postgraduate Diploma, under the University's Examination Conventions for Taught Master's Programmes.

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

MA in ALT is one year taught degree designed for applicants who wish to improve their knowledge, skills and professional performance in teaching English to Speakers of Other Languages (TESOL). It offers a wide range of modules and flexibility for students to pursue advanced study in this discipline and/or broaden their career opportunities. Students will develop in-depth knowledge and understanding of teaching and learning theories, methodologies, and research skills in the area of applied linguistics TESOL. This programme is relevant for applicants with teaching experience (in-service) and those without teaching experience (pre-service), or lecturers at higher education institutions.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry requirements

A candidate for the degree of Master of Arts in Applied Linguistics and TESOL must, unless the Dean of Postgraduate Studies determines otherwise in any individual case

- (a) be a graduate of this or another approved University or awarding body with an upper-second-class Honours degree or higher in English language, English literature, linguistics or a similarly related subject; or
- (b) hold another qualification approved by the Dean of Postgraduate Studies as equivalent to a degree of a university in the United Kingdom,

Admissions policy

In addition to meeting the academic criteria noted above, all candidates are also required to submit at least one satisfactory reference. Any applicants living in or visiting the UK at the time of the application can be invited for an interview.

Non-standard Entry requirements

Applications which do not meet the stated academic requirements will be considered by the programme selector on an individual basis. Concessions are to be granted by the Dean of Postgraduate Studies.

Limited exemption may be granted by concession from the Dean of Postgraduate Studies, to an individual candidate from certain parts of the programme of study in recognition of equivalent work undertaken at other approved institutions, or for accreditation of other forms of prior learning.

Additional Requirements

Some modules may require a minimum of two years' full time teaching experience. .

Level of English Language capability

Applicants whose first language is not English require IELTS 6.5 overall (with at least 6.5 in writing), TOEFL 90 (Internet based), Pearson's PTE Academic Test 62 or equivalent.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of Semester One students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and particular 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/tutorials/etc.

Study skills support

Students will learn a range of transferable skills, including study skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate session in the Induction Programme. Help with academic writing is available from the Writing Centre (further information is available from the Robinson Library), and through INTO-in sessional courses The HASS faculty also offers a skills programme to postgraduate students.

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme

Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team provides help and advice for disabled students at the University. . 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.

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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided.

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

Module reviews

All modules are subject to review as responses to on-line module evaluation outcomes. The review, where applicable, will be considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Section Curriculum Review Committee and at the Board of Studies. Student opinions are sought at the Student-Staff 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 (the FTLC).

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to the FTLC. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through the FTLC. External Examiner reports are shared with student representatives through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by evaluations from student questionnaires, focus groups interviews and feedback from ex-MA students. Informal student evaluation is also obtained at the Curriculum Review Committee, Student-Staff Committee,

and the Board of Studies. The results from student evaluations are considered as part of the Annual Monitoring and Review of the programme and any arising actions are followed up or incorporated into the programme if relevant or reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is mainly channelled via the Student-Staff Committee, the Curriculum Committee and the Board of Studies. Informal feedback is obtained at other occasions.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

The latest Internal Subject Review of the programme of MA in Applied Linguistics and TESOL degree was carried out on 7th May 2014. Information on the University's Internal Subject Review process, see <http://www.ncl.ac.uk/quilt/resources/monitoring/internal>

16 Assessment regulations

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

Common Marking Scheme

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

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma 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, following recommendation from the Board of Studies. The External Examiner is expected to:

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

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <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 (Compulsory in Bold)
A1	ALT8001; ALT8098 (or ALT8099); ALT8084; ALT8094; ALT8108; ALT8043; ALT8016; ALT8014; ALT8076; ALT8095; ALT8096; ALT8097; ALT8100; ALT8101; ALT8102; ALT8103; ALT8104; ALT8011; ALT8019; ALT8020
A2	ALT8098; ALT8099; ALT8094; ALT8043; ALT8107, ALT8104; ALT8019; ALT8011; ALT8102
A3	ALT8016; ALT8098; ALT8099; ALT8084; ALT8043; ALT8107; ALT8104; ALT8020; ALT8019; ALT8011; ALT8102
A4	ALT8098; ALT8099; ALT8043; ALT8107; ALT8020; ALT8011; ALT8102
B1	ALT8016; ALT8098; ALT8099; ALT8084, ALT8095; ALT8108; ALT8043; ALT8104; ALT8020; ALT8019; ALT8011; ALT 8096
B2	ALT8098; ALT8099; ALT8084; ALT8043; ALT8107; ALT8104; ALT8020; ALT8011; ALT8096
B3	All modules
B4	ALT8016; ALT8098; ALT8099; ALT8084; ALT8100; ALT8108; ALT8043; ALT8107; ALT8020; ALT8019; ALT8096
C1	ALT8016; ALT8098; ALT8099; ALT8094, , ALT8014, ALT8100, ALT8108; ALT8043; ALT8107; ALT8020; ALT8019
C2	ALT8016; ALT8098; ALT8099; ALT8084, ALT8101, ALT8017; ALT8107
C3	ALT8098; ALT8099; ALT8095, ALT8108; ALT8019
C4	All modules
D1	ALT8016; ALT8098; ALT8099; ALT8084; ALT8020;
D2	ALT8016; ALT8084; ALT8101, ALT8102
D3	ALT8016; ALT8098; ALT8099;
D4	ALT8016; ALT8098; ALT8099; ALT8084
D5	ALT8016; ALT8098; ALT8099;
D6	All modules