PROGRAMME SPECIFICATION

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Integrated PhD in ECLS
4	**Programme Title**	Integrated PhD in ECLS (featuring 3 specific pathways: Educational and Applied Linguistics, Education and Communication and Education and Technology
5	**UCAS/Programme Code**	8181 / 8182
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	8
9	**Date written/revised**	19/03/2014

10   Programme Aims

1. To gain an advanced knowledge and understanding of Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant).
2. To undertake a general training in research methods and management within Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant).
3. To undertake a specific training in research methods and techniques relating to an approved research project in Educational and Applied Linguistics, Education and Communication and Education and Technology (depending on the students' choice of pathway).
4. To undertake a research project which will make an original contribution to knowledge and understanding in Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant).
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 ECLS aims to help students achieve a critical conceptual understanding of practice, thought, evidence and theory relating to recent developments in Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant).. 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, Education and Communication or Education and Technology (as relevant).

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, Education and Communication or Education and Technology (as relevant)., especially in the areas students select to study;
- design, conduct and present a research investigation in an area related to Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant);
- 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;
- undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches;
- 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.

Knowledge and Understanding

On completing the programme students should have:

1 An advanced knowledge and understanding:
A1 of practice, thought, evidence and theory relating to recent developments in Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant).. Students will then be in a position to apply this understanding to their own professional context.
A2 of a wide range of key issues, facts and concepts together with detailed knowledge of a specialist area.

Teaching and Learning Methods

A. Knowledge and understanding

A1 Lectures, Independent reading, tasks, seminars
A2 Lectures, Independent reading, tasks, seminars
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.

Assessment Strategy

A1   Module assignments, thesis
A2   Module assignments, thesis

Intellectual Skills

On completing the programme students should be able to:

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 :
B1 Collect and critically evaluate information and commentary on research in Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant), especially in the areas students select to study;
B2 Use appropriate methods of enquiry;
B3 Use quantitative and qualitative research methods;
B4 Understand and use ethical issues in research.

Teaching and Learning Methods
Lectures, Independent reading, tasks, seminars 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.

Assessment Strategy
Module assignments, thesis

Practical Skills
On completing the programme students should be able to: **C**   **Manage a major research project** The abilities to C1   establish a suitable research project C2   produce a research proposal and plan C3   manage the project C4   write up the project

Teaching and Learning Methods
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.

Assessment Strategy
Personal research project Module assignments, thesis The completion of a thesis in the field of Educational and Applied Linguistics, Education and Communication or Education and Technology (as relevant). which constitutes an original contribution to knowledge and understanding and which contains material worthy of publication.

Transferable/Key Skills
D   **Professional and key skills** 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.

Teaching and Learning Methods
Seminars, workshops, presentations, lectures. Communication Skills (D1) are developed in seminars and workshops. Higher education teaching skills (D4) are developed as part of the optional modules selected on this programme.

Assessment Strategy
D2 and 3 are assessed through the skills developed during the compulsory modules. Students will be required to take 60 credits of these research training modules, choosing from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011.

12   Programme Curriculum, Structure and Features
Basic structure of the programme
A   Subject knowledge and understanding Advanced knowledge and understanding is gained through compulsory modules and specialist modules in year . **B   Research skills** Research skills are taught in the compulsory research methods related modules during the first year of the programme (HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011). This is supplemented by input given by the research supervisor in year 2 onwards. **C   Research project management** Research project management is taught by lectures and seminars given on the compulsory research methods modules (HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011). This is supplemented by input given by the research supervisor. **D   Personal research project** Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up, and receiving feedback. **E   Professional and key skills** These are developed through the lectures and seminars provided in the compulsory and optional (specialist) modules.
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.
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 0 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* 7.0 IELTS (with a minimum of 6.5 in each section) or 575 TOEFL.

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 the first semester students attend an induction programme. 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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

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 - 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.

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-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is 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 Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

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

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Student-Staff Committee and the Board of Studies.

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.

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 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.

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

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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 (Comp/Core in Bold)
A1	Specialist modules (see list below)/ **HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011**
A2	Specialist modules (see list below)/ **HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011**
B1	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
B2	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
B3	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
B4	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011research supervision**
C1	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
C2	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
C3	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
C4	**Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
D1	**Production of thesis (60,000 words) /Research Methods – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
D2	**Production of thesis (60,000 words /Research Methods – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
D3	**Production of thesis (60,000 words /Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**
D4	**Production of thesis (60,000 words /Research Methods Modules – a selection from HSS8002, ALT8110, HSS8004, HSS8005, HSS8007, EDU8995, EDU8010 and EDU8011/research supervision**

Optional modules:
EDUCATIONAL AND APPLIED LINGUISTICS PATHWAY

Code	Descriptive title
ALT8104	Classroom Discourse and Teacher Development

ALT8108	Introduction to Corpus Linguistics
ALT8003	Applied Linguistics in Higher Education
ALT8107	Discourse Analysis for English Language Teachers
ALT8011	Multimodal Interaction in the Language Classroom
ALT8094	Core Issues in SLA
ALT8018	E-learning for languages
CCC8001	The Social Psychology of Communication
MAP8004	Introduction to Teaching and learning in Higher Education
CCC8086	Language & Cross-Cultural Communication
CCC8015	Sociolinguistics
ALT8019	Language Planning and Policy
ALT8020	Analysing the Media

EDUCATION AND COMMUNICATION PATHWAY

ALT8104	Classroom Discourse and Teacher Development
EDU8046	Developing Thinking Skills
CCC8086	Language & Cross-Cultural Communication
CCC8015	Sociolinguistics
CCC8088	Culture, Interculturality and Identity
EDU8028	Management of Change in Educational Organisation
EDU8203	Investigating Learning Processes
EDU8035	Policy and Practice of Assessment
EDU8998	Teaching Thinking Skills
EDU6000	Emotional Intelligence and Leadership
EDU8113	Middle Management in Education
EDU8033	Investigating Educational Leadership
EDU8042	Counselling, Communication and Culture
EDU8031	Curriculum, Pedagogy and Assessment

EDUCATION AND TECHNOLOGY PATHWAY

Code	Descriptive title
ALT8108	Introduction to Corpus Linguistics
ALT8019	Analysing the Media
ALT8018	E-learning for languages
MAP8004	Introduction to Teaching and learning in Higher Education
ALT8016	Computer Assisted Language Learning
EDU8133	Critical Reflection on Professional Practice
EDU8203	Investigating Learning Processes
EDU8006	Professional Learning in Context
EDU8035	Policy and Practice of Assessment
EDU8031	Curriculum, Pedagogy and Assessment
EDU8003	Investigating Learning
EDU8213	The Future of Learning