

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Integrated PhD in Educational and Applied Linguistics
4	Programme Title	Integrated PhD in Educational and Applied Linguistics
5	UCAS/Programme Code	8182
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	
8	FHEQ Level	D
9	Date written/revised	15/3/2007

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 Applied Linguistics
- 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. 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, 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 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 are developed in seminars and workshops. The induction programme and Teaching and learning in higher education modules offered through the SDU develop skills D2-D4.

Assessment Strategy

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 the Introduction to Teaching and Learning module (MAP8004).

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 years 1 and 2, with placement informing the links to practice.

B Research skills

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.

C Research project management

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.

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 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.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/8182.php>

13 Criteria for admission

Must have a Masters, recommend that applicants do the MA TESOL/Applied Linguistics first followed by IPHD. Up to 100 credits may be awarded against the IPHD from the MA if grades are 60% or above.

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 or 575 TOEFL

14 Support for Student Learning

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 (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

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.phtml>
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/welfare.phtml>

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/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/support/acfacilities.phtml>

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. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See

<http://ncl.ac.uk/langcen/index.htm>

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.

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

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/calendar/university.regs>) and Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs>).

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/postgraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

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)/ ALT8003/ALT8004/HSS8002
A2	Specialist modules (see list below)/ ALT8003/ALT8004/HSS8002
A3	Specialist modules (see list below)/ ALT8003/ALT8004/HSS8002
A4	Specialist modules (see list below)/ ALT8003/ALT8004/HSS8002
B1	Research Methods Modules HSS8004/HSS8005/research supervision
B2	Research Methods Modules HSS8004/HSS8005/research supervision
B3	Research Methods Modules HSS8004/HSS8005/research supervision
B4	Research Methods Modules HSS8004/HSS8005/research supervision
C1	Research Methods Modules HSS8004/HSS8005/research supervision
C2	Research Methods Modules HSS8004/HSS8005/research supervision
C3	Research Methods Modules HSS8004/HSS8005/research supervision
C4	Research Methods Modules HSS8004/HSS8005/research supervision
D1	Production of thesis (50,000 words) /Research Methods Modules HSS8004/HSS8005/research supervision
D2	Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision
D3	Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision
D4	Production of thesis (50,000 words /Research Methods Modules HSS8004/HSS8005/research supervision

List of Modules

The following is a list of compulsory and optional modules. Modules may be subject to alteration and not all modules may be available. Please check with the Degree Programme Director. Up-to-date module outline forms are available on <https://mofs.ncl.ac.uk>.

Module Code	Semester	COMPULSORY MODULES FOR BOTH I PHD PROGRAMMES (Total 80 credits)	Credit Value
ALT8004	1	Teaching and Learning in Higher Education (year 1) or Introduction to Academic Publishing (year 1).	20
ALT8083	1		20
HSS8002	1	Introduction to Information Skills (year 1) Nature of Enquiry & Explanation in the Social Sciences (year 1).	10
HSS8007	1		10
HSS8004	2	Qualitative Research Methods (year 2), Quantitative Research Methods (year 2).	20
HSS8005	2		20

		SPECIALIST MODULES (Total 120 credits) These modules may be taken in years 1 or 2. Please note that not all modules may be available in any one year. Please check with the Degree Programme Director.	
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Module Code	Semester	I PHD EDUCATIONAL AND APPLIED LINGUISTICS EDUCATIONAL LINGUISTICS	Credit Value
ALT8084	1	Introduction to TESOL	20
ALT8041	1	TESOL Theory and Practice	20
ALT8101	1	TESOL for Young Learners	20
ALT8017	2	Discourse Analysis	20
CCC8086	1	Language and Cross-Cultural Communication	20
ALT8085	2	Bilingualism and Bilingual Education	20
ALT8006	1	Computer Assisted Language Learning 1	10
ALT8007	2	Computer Assisted Language Learning 2	10
SPE8057	2	Literacy	10
SPE8059	1&2	Memory and Cognition	10
ALT8094	1	Core Issues in SLA	20
ALT8097	2	Linguistics Profiling and Language Testing	20
ALT8076	2	Psycholinguistics and Language Development	20
ALT8100	2	English Writing Systems	20
CCC8015	2	Language in Society	20
ALT8096	2	Developing Thinking Through Language Learning	20
ALT8075	2	Curriculum Design and Evaluation	20
ALT8095	2	Understanding Second Language Classroom Interaction	20
ALT8001	1	Research Methods in Applied Linguistics	20
LCP8008	1	Video in Language Teaching	20
Module Code	Semester	SECOND LANGUAGE ACQUISITION PATHWAY	Credit Value
SEL8040	2	Issues in First Language Acquisition	20
SML8006	1	Introduction to Language Acquisition	20
SML8007	1&2	Research Methodology in Language Acquisition	10
SEL8046	2	Issues in Bilingualism and Language Contact	20
SML8011	2	Cross-Linguistic Issues in Second Language Syntax	20
SEL8189	2	Issues in immigrant SLA	20
SEL8079	2	Second Language Phonology	10
SEL8190	2	Implications SLA Research for Classroom Teaching	10

Module Code	Semester	THEORETICAL AND DESCRIPTIVE LINGUISTICS	Credit Value
SEL8116	1	English Sentence Structure	10
SEL8117	1	English Phonetics and Phonology	10
SEL8026	1	Constraint-based Syntax	20
SEL8034	1	Topics in Semantics and Pragmatics	20
SEL8027	2	English Syntax; Principles and Parameters	20
SEL8166	2	Analysing Discourse	20
SEL8163	1	Sociolinguistics of Language and Society	20

SEL8046	2	Issues in Bilingualism and Language Contact	20
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Module Code	Semester	SPECIALIST MODULES FOR BOTH PROGRAMMES	Credit Value
EDU8037	1-2	Approaches to Academic Study	20
ALT8083	1	Introduction to Academic Practice	20
ALT8084	1	Introduction to Academic Publishing	20
EDU8119	1-2	British Studies	20
To be advised	To be advised	Placement	10
		Student Tutoring	10
		Research Portfolio	20