PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Integrated PhD
4	**Programme Title**	IPhD in Linguistics and English Language
5	**UCAS/Programme Code**	8191
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	M
9	**Date written/revised**	29/04/08

10	**Programme Aims**

To allow students:

1. To engage with current advanced research in theoretical and descriptive linguistics and (where relevant) English language.

2. To undertake a general training in research methods and professional expertise within the field of linguistics.

3. To undertake a specific training in research methods and techniques relating to an approved research project.

4. To undertake a research project which will make an original contribution to knowledge and understanding in the subject area.

5. To gain a range of professional and key skills which will enable students to engage in research at an advanced level in higher education.

6. To gain a range of professional and key skills which will enable students, depending on module choice, to engage in teaching and training at an advanced level in higher education institutions.

To provide a programme:

7. That will conform to the Higher Education Qualifications Framework.

8. That will conform to University policies and procedures.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for linguistics.

Knowledge and Understanding

On completing the programme students should have:
A1   Advanced knowledge of an area of linguistics;
A2   Knowledge of recent and current theoretical debates in linguistics;
A3   Knowledge of the potential problems associated with data retrieval and handling;
A4   Understanding of the range of methodologies applied in linguistics and English language.
Teaching and Learning Methods
Outcomes in **A1** and **A2** will be acquired on general taught modules (see List in section 7); those in **A3** and **A4** will be acquired in research training module **SEL8000**. Knowledge of **A1-A4** is further arrived at via seminars and by personal reading under the direction of the relevant module leaders
Assessment Strategy
A1-A4 are assessed through the writing of 4,000 word essays for each module, with specific shorter assessments for SEL8000.
Intellectual Skills
On completing the programme students should be able to:
B1   Understand and identify original research topics in the field of linguistics
B2   Understand key issues in research within the arts and humanities.
B3   Demonstrate mastery of the skills and critical methodologies required to conduct original research in the field of linguistics.
Teaching and Learning Methods
Ability to identify an original research topic for the Linguistics/English Language Project (10,000 words) will be arrived at by consultation with the DPD and the designated supervisor; ability to identify an original research topic for the **thesis** (50,000 words) will be arrived at through the process of the project and by consultation with the DPD and the designated supervisor (**B1**). Mastery of general research skills in the arts and humanities will be arrived at by participation in the Faculty module HSS 8000 Research Methods (**B2**). Mastery of research skills for research in Linguistics will be arrived at by participation in the School of English module SEL8000 (**B3**).
Assessment Strategy
B1, understanding and ability to identify original research topics, is assessed in the Linguistics/English Language Project (10,000 words) and Ph.D. thesis (50,000, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in years 1 - 2 (full-time) and 1-3 (part-time), and oral presentations. **B2** and **B3**, mastery of research skills and critical methodologies, are assessed in all coursework: essays (4000 words), Linguistics/English Language Project (18,000), and Ph.D. thesis (50,000 words. The final *viva* assesses the contribution of the research work in the field of study.

Practical Skills
On completing the programme students should be able to:
C1 Display mastery of search and library skills, critical methodologies and theories, and research tools for research in the humanities.
C2 Understand and organise material in projects ranging from the concise to the lengthy.

Teaching and Learning Methods
Mastery of library skills and project management (**C1-2)** is taught by lectures and seminars given on the research training programmes HSS8000 and SEL8000. For the Linguistics/English Language Project (10,000 words) students will learn from reading successful dissertations, encouraged on SEL8000, from discussion of possible topics with module leaders, and from detailed guidance by the dissertation supervisor. The work on the Linguistics/English Language Project and the **thesis** (50,000 words) will consolidate and extend these skills.

Assessment Strategy
C1-2 are assessed in all submitted coursework, including the Linguistics/English Language Project and Ph. D thesis, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in years 1 - 2 (full-time) and 1-3 (part-time), and oral presentations.

Transferable/Key Skills
On completing the programme students should be able to:
D1   Communicate formally and informally, orally and on paper
D2   Present information and interpretation clearly
D3   Employ a range of IT skills

Teaching and Learning Methods
Communication and presentation skills (D1, D2) are developed in seminars in all the taught modules, especially by the delivery of prepared papers and by formative feedback both on oral and on written work. IT skills (D3) are taught in the research training modules and reinforced in the remaining modules.

Assessment Strategy
D1-3 are assessed in all the written work, with the ability to communicate orally assessed in the viva.

12   Programme Curriculum, Structure and Features
Basic structure of the programme
The integrated Ph D will provide broad-based research training in Arts and specific research training in Linguistics. The Integrated Ph D comprises 540 credits of which 200

are taught modules covering professional training, subject knowledge and professional/key skills, and 340 are research training and research leading to **dissertation** and the **thesis**. The duration of the course will be four years (full-time students) or six years (part-time students). Exemption from part of the course may be granted to a candidate who already holds an M.A. in Linguistics or a cognate subject.

The Linguistics/English Language Project should be a competent piece of work (the equivalent of an M.A. thesis in the taught M.A. programmes) which an appropriately supported and capable student should be able to produce within the second year (full-time) or the third year (part-time) from commencement of the course. The Linguistics/English Language Project will normally be 10,000 words in length.

The **thesis** should be a piece of work which a capable, well-qualified and diligent student, who is properly supported and supervised, can produce within four years of commencement of the course. The thesis should constitute an original contribution to knowledge and understanding and contain material worthy of publication. The thesis will normally be 50,000 words in length.

The schedule

<u>*Full time candidates*</u>

Year 1.

Candidates must take research training modules to the value of 20 credits, as follows:

Code	*Credits*	*Descriptive Title*
HSS8000	10	Arts and Humanities Research Methods
SEL8000	10	Research Methods in Language and Linguistics

Additionally, candidates must take taught modules to the value of 100 credits, chosen in consultation with the Degree Programme Director. The following modules are compulsory:

EITHER

SEL8116	10	English Sentence Structure
SEL8117	10	Phonetics and Phonology

OR
In the case of candidates who, in the opinion of the Degree Programme Director, possess sufficient introductory knowledge in syntax and in phonology, one post-introductory module in syntax (20 credits) and one post-introductory module in phonology (20 credits).

Year 2.

Candidates must take 100 credits as follows:

Code	*Credits*	*Descriptive Title*
SEL8048	40	Linguistics/English Language Project (10,000 word essay, to be completed by September 30th of year 2)

and further modules to a credit value of 60 chosen in consultation with the Degree Programme Director.

- By the end of year 2, candidates must have selected at least one module in advanced syntax and at least one module in advanced phonology, chosen in consultation with the Degree Programme Director.
- During the course of years 1 and 2, candidates may, in consultation with the Degree Programme Director, select modules up to a maximum of 60 credits from Schools other than the School of English Literature, Language and Linguistics.
- Candidates must normally have satisfied the examiners in all modules by the end of year 2.
- Candidates must normally submit a thesis proposal during semester 2 of year 2. The proposal must be approved by the Degree Programme Director

Years 3 and 4.

Candidates take 320 credits of original research, writing a PhD thesis of roughly 50,000 words.

Part time candidates

Year 1.

Candidates must take research training modules to the value of 20 credits, as follows:

Code	*Credits*	*Descriptive Title*
HSS8000	10	Arts and Humanities Research Methods
SEL8000	10	Research Methods in Language and Linguistics

Additionally, candidates must take taught modules to the value of 60 credits, chosen in consultation with the Degree Programme Director. The following modules are compulsory:

EITHER

SEL8116	10	English Sentence Structure
SEL8117	10	Phonetics and Phonology

OR
In the case of candidates who, in the opinion of the Degree Programme Director, possess sufficient introductory knowledge in syntax and in phonology, one post-introductory module in syntax (20 credits) and one post-introductory module in phonology (20 credits).

Year 2.

Candidates must take 80 credits. By the end of year 2, candidates must have selected at least one module in advanced syntax and at least one module in advanced phonology, chosen in consultation with the Degree Programme Director.

Year 3.

Candidates must take 60 credits, divided as follows:

Code	*Credits*	*Descriptive Title*
SEL8048	40	Linguistics/English Language Project

(10,000 word essay, to be completed by September 30th of year 3)

and taught modules to a credit value of 20, chosen in consultation with the Degree Programme Director.

- During the course of years 1 to 3, candidates may, in consultation with the Degree Programme Director, select modules up to a maximum of 60 credits from Schools other than the School of English Literature, Language and Linguistics.
- Candidates must normally have satisfied the examiners in all modules by the end of year 3.
- Candidates must normally submit a thesis proposal during semester 2 of year 3. The proposal must be approved by the Degree Programme Director

Years 4, 5 and 6.

Candidates take 320 credits of original research, writing a PhD thesis of roughly 50,000 words.

Key features of the programme (including what makes the programme distinctive)
The programme is very flexible, allowing a huge amount of choice in terms of the material studied. I allows student to build a broad area of expertise and gradually to develop sepcialised research interest in a particular period. It equips them well for a career in Higher education.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13   Criteria for admission
Entry qualifications for 2008-9
A good undergraduate degree (normally a 2.1)
Admissions policy/selection tools: application form
Non-standard Entry Requirements: an M.A. can bring exemption from the first year
Additional Requirements: none
Level of English Language capability: minimum 6.5 IELTS

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.

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.

Help with academic writing is available from the Writing Centre.

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. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. 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 Union Society 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 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.

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 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. 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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five 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 Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed the number of credits specified for each Stage with an average of at least 60.

Progression is subject to the University's IPhD Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

Weighting of stages
As spelt out above

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

<table>
<tr><td colspan="4" align="center">**programmes**</td></tr>
<tr><td><50</td><td>Fail</td><td><50</td><td>Fail</td></tr>
<tr><td>50-59</td><td>Pass</td><td>50 or above</td><td>Pass</td></tr>
<tr><td>60-69</td><td>Pass with Merit</td><td></td><td></td></tr>
<tr><td>70 or above</td><td>Pass with Distinction</td><td></td><td></td></tr>
</table>

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 (see http://www.ncl.ac.uk/undergraduate/ or 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

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	**ABC1001**, XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3