

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Master of Arts (MA)
4	<b>Programme Title</b>	Linguistics of European Languages
5	<b>UCAS/Programme Code</b>	4085
6	<b>Programme Accreditation</b>	n/a
7	<b>QAA Subject Benchmark(s)</b>	n/a
8	<b>FHEQ Level</b>	7
9	<b>Date written/revised</b>	<u>April 2010 May 2011</u>

### 10 Programme Aims

- 1 To offer graduates of Modern Languages UG degrees a specialisation in linguistics at Master's level
- 2 To provide knowledge and understanding of advanced concepts relating to cutting-edge research in a broad range of linguistic subfields
- 3 To deepen students' understanding of their target language of study
- 4 To produce graduates capable of undertaking further research and of entering the job market in a broader range of fields: higher education, business, media, journalism
- 5 To prepare students for further research at doctoral level
- 6 To provide a curriculum that responds to the requirements of the Research Preparation Masters scheme of the AHRC, and to those of the ESRC '1+3' postgraduate studentship scheme
7. To provide a programme which meets the requirements of the Framework for Higher Education Qualifications (FHEQ) for a Level 7 programme
8. To provide a programme which complies with 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.

#### **Knowledge and Understanding**

On completing the programme students should:

- A1 be able to engage with current advanced theoretical concepts and research in linguistics which are at the cutting edge of developments
- A2 understand and be able to apply relevant methodologies in independent research projects
- A3 have acquired advanced and specialised knowledge of selected areas of study in linguistics
- A4 have advanced knowledge that comes from undertaking sustained piece of research into a theme relative to linguistics of at least one European language

#### **Teaching and Learning Methods**

**A1-4** will be acquired through lectures and seminars in the taught modules, as well as through the independent preparation students will engage in, both for the lectures and seminars and for the submission of assessed work. Students will be prepared for the dissertation (**A4**) both through the in-depth knowledge of specialised topics provided by the taught modules, and through the guidance and support provided by dissertation supervision sessions. Knowledge of core areas will be delivered in the compulsory modules, which will provide a foundation for the more specialised knowledge acquired in option modules.

**Assessment Strategy**

The taught modules deploy a variety of assessment strategies, including written submitted work – both extended essays and shorter exercises as appropriate - , examinations, oral presentations and combinations thereof, as well as the dissertation (**A1 – A4**). These encourage students to develop both detailed knowledge of specialised areas (**A1 - A4**), and an integrated view of problems and issues in the discipline (**A1, A2**). Given the interdisciplinary nature of the subject matter, it is appropriate for students to undertake a wide variety of assessment procedures, in order to acquire both the technical tools required by the discipline (e.g. syntactic analysis; data management and analysis), and the more generic critical and analytical skills typical of FHEQ level 7 work. In consonance with **A4**, the dissertation will focus on an aspect of European languages. In modules assessed through a single piece of submitted work, students are given the opportunity to receive formative feedback on a detailed essay plan prior to submission.

**Intellectual Skills**

On completing the programme students should have acquired the following skills:

- B1 Critical evaluation of arguments and theories
- B2 Originality in complex problem solving
- B3 Data collection and analysis
- B4 Synthesis.

**Teaching and Learning Methods**

**B1** is modelled in lectures and developed through seminar discussion, and through lecturer feedback on submitted work, both formative and summative. **B2** and **3** are developed through seminar work and practical exercises in many of the modules. Specific problems set in essays and exercises, as well as the dissertation, also develop these skills. **B4** is illustrated in lectures and seminars, and especially developed through submitted work and the dissertation.

**Assessment Strategy**

Essays and examinations, as well as the dissertation enable the University to assess **B1, 2,** and **4** (and in some cases, **3**).

**Practical skills**

On completing the programme students should have acquired the following subject-specific skills:

- C1 Mastery of search and library skills, methodologies and tools for research in linguistics
- C2 Ability to construct, structure and present a complex argument in written form, based on critical analysis of data and theoretical concepts
- C3 Ability to address linguistic questions and problems in terms of the theoretical debates currently at the forefront of academic work in linguistics of European languages
- C4 Mastery of methods and skills required to collect and interpret data relevant to research in linguistics of European languages
- C5 Ability to distinguish language-specific and non-language specific arguments in own research projects
- C6 Ability to place work on a specific topic in European languages in its wider theoretical context
- C7 Mastery of a variety of skills according to their individual needs, e.g. data collection and management, use of IT to assist data handling and analysis etc.

**Teaching and Learning Methods**

**C1 – C4** are taught in HSS8000 and SEL8000, two compulsory research training modules. **C2, C3, C4** and **C5-7** are taught in all modules, which will develop all these skills, by requiring students to carry out independent research which is evaluated according to how well students perform on these specific skills.

**Assessment Strategy**

All modules require independent research to be carried out by the students, which is assessed through a variety of means (essays, dissertation, oral presentations, practical

exercises). In all these forms of assessment, the skills listed in **C1-7** will all be tested to some degree, culminating in the assessment of the dissertation, in which all of them will be expected to be displayed with some degree of mastery. The progression from essays written for specific modules to the dissertation will provide an element of formative assessment, primarily through the feedback process.

#### **Transferable/Key Skills**

On completing the programme students should have acquired and/or developed the following skills:

- D1 Oral and written communication
- D2 Planning and organisation
- D3 Independent learning
- D4 Use of IT, including specialised software if appropriate.

#### **Teaching and Learning Methods**

**D1** (oral communication) is practised during seminars and developed in the preparation for oral presentations which form part of most modules; **D1** (written communication) is practised and evaluated in all submitted work. **D2** and **D3** are fostered and developed gradually through the progression from seminar and practical exercises to more extended submitted work, and finally the dissertation. **D4** is developed through a range of specialised option modules. General use of IT (**D4**) is also fostered through independent research and submission of work.

#### **Assessment Strategy**

**D1-4** are assessed through all submitted work, and particularly the dissertation, which requires to have developed these skills to a high level. Oral communication is assessed through feedback from oral presentations, and also formatively through seminar contributions.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The programme may be taken on a full-time or part-time basis. It consists of 180 credits, which will normally be structured as follows:

Full-time:

Semester 1: 60 credits

Semester 2: 60 credits

Summer: 60 credits (dissertation)

Part-time:

Year One: 60 credits

Year Two: 60 credits

Summer: 60 credits (dissertation)

The programme comprises a series of compulsory research training modules as well as a broad range advanced optional modules in six bands: syntax, phonology and morphology, semantics and pragmatics, language acquisition, sociolinguistics, and methods and history, from which students will choose in consultation with the Degree Programme Director.

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

The programme offers graduates of Modern Languages B.A. or equivalent degrees obtained in the UK or in other countries a highly focused and at the same time flexible specialisation in linguistics, enabling them to build a research career in the scientific study of their target language or a career in a range of industries outside academia such as the media, business and public relations. Students will work closely with world-class staff and will be inspired and encouraged to build and pursue their own research interests. Students can choose from a broad offer of modules in the School of English Language, Literature and Linguistics and in the School of Modern Languages. This sets the programme apart from other taught

postgraduate programmes in Modern Languages, which typically offer only very few linguistics modules. Students benefit from Newcastle's expertise and investment in linguistics, have access to the facilities of the Centre for Research in Linguistics and Language Sciences (<http://www.ncl.ac.uk/linguistics>) as well as the opportunity to take part in a thriving and active postgraduate culture.

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

<http://www.ncl.ac.uk/regulations/programme/2010-2011/documents/LinguisticsofEuropeanLanguagesMA.pdf>

**13 Criteria for admission**

*Entry qualifications*

Candidates should normally hold a first degree – usually with a 2:1 or its equivalent – in Modern Languages or a related subject.

*Admissions policy/selection tools*

Usually based on on-line application form

*Non-standard Entry Requirements*

Candidates without the normal entry qualifications will be considered on their merits on a case by case basis.

*Additional Requirements*

At least one of candidates' subject languages should be French, German, or Spanish. Their first degree should include some tuition in linguistics. Candidates should have language skills in at least one out of French, German, or Spanish, at SML Level D (Council of Europe level C1). Candidates whose first language is German, French, or Spanish are eligible for the programme.

*Level of English Language capability*

Candidates whose first language is not English are normally required to provide evidence of English proficiency at IELTS level 6.5.

**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/prearrival/welcome/september/>)

*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*

The Degree Programme Director monitors students' academic performance. Students have furthermore access to a designated pastoral tutor in the School of Modern Languages. Details of the tutoring system can be found at <http://www.ncl.ac.uk/postgraduate/support/pgtutor.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/postgraduate/support/wellbeing.htm>

#### *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/postgraduate/support/disability.htm/>

#### *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/postgraduate/facilities/>

All new students whose first language is not English are required to take an English Language test administered by INTO Newcastle University. Where appropriate, in-session language training can be provided. The Open Access centre houses a range of resources for learning other languages 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

#### *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*

n/a

#### *Additional mechanisms*

n/a

## 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 (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

### *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**

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

#### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

### *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

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	All optional modules, SEL8116, SEL8117
A2	<b>SEL8500, dissertation (SEL8047)</b>
A3	All optional modules, SEL8116, SEL8117
A4	<b>Dissertation</b>
B1	All optional modules, dissertation, SEL8500. SEL8116, SEL8117
B2	All optional modules and <b>dissertation</b>
B3	<b>SEL8500</b> , SML8006, SML8011, SEL8040, <b>FRE4009</b> , Dissertation
B4	All optional modules and dissertation
C1	<b>SEL8500</b>
C2	<b>Dissertation</b> , optional modules
C3	SML8102, SML8100, SML8102, SPA8106, <b>FRE4009</b> ,
C4	<b>SEL8500</b>
C5	SML8100, SML8102, SPA8106, SML8011, <b>FRE4009</b> , <b>Dissertation</b>
C6	SML8100, SML8102, SPA8106, SML8011, <b>FRE4009</b>
C7	All optional modules
D1	All modules
D2	All modules
D3	All modules, especially dissertation
D4	All modules – relevant specialist software in SEL8161, SML8100