|  | **PROGRAMME SPECIFICATION** | |
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| 1 | **Awarding Institution** | Newcastle University |
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| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | **MA Applied Linguistics Research** |
| 4 | **Programme Title** | MA Applied Linguistics Research |
| 5 | **Programme Code** | 4806 |
| 6 | **Programme Accreditation** | N/A |
| 7 | **QAA Subject Benchmark(s)** | N/A |
| 8 | **FHEQ Level** | N/A |
| 9 | **Last updated** | N/A |

## 10    Programme Aims

The MA Applied Linguistics Research  aims to help students achieve a critical conceptual understanding of practice, thought, evidence and theory relating to recent developments in 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 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.

## 11    Learning Outcomes

Knowledge and Understanding
To gain an advanced knowledge and understanding of  Applied Linguistics.

Research Skills
To undertake a general training in research methods and management within Applied Linguistics

Research Project Management
To undertake a specific training in research methods and techniques relating to an approved research project in Applied Linguistics. To undertake a research project, which will make a contribution to knowledge and understanding in Applied Linguistics.

Professional and Key Skills
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.

| **Knowledge and Understanding** |
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| On completing the programme students should:<br><br>Be able to:-<br>A1 Present key facts and concepts, ideas and approaches relating to the subjects of their modules and their research in an accurate and coherent way.<br><br>A2 Collect and critically evaluate information and commentary on research in Applied Linguistics, especially in the areas students select to study.<br>A3 Design, conduct and present a research investigation in an area of Applied Linguistics.<br><br>A4 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.<br><br>A5 Undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.<br><br>A6 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. |
| **Teaching and Learning Methods** |
| Lectures, Independent reading, tasks & seminars |
| **Assessment Strategy** |
| Module assignments, dissertation. |
| **Intellectual Skills** |
| On completing the programme students should be able to:<br><br>B1  Collect and critically evaluate information and commentary on research in Applied Linguistics, especially in the areas students select to study.<br><br>B2 Appropriate methods of enquiry<br><br>B3 Quantitative and qualitative research methods<br><br>B4 Ethical issues in research<br><br>B5 Establish a suitable research project<br><br>B6 Produce a research proposal and plan, manage the project, write up the project. |
| **Teaching and Learning Methods** |
| Lectures, seminars, independent reading, tasks, supervisions, case studies. |
| **Assessment Strategy** |
| Module assignments, dissertation. |

| **Practical Skills** |
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| On completing the programme students should be able to have acquired a range of professional and key skills:<br><br>C1    Communication<br>C2    Library and IT<br>C3    Academic writing<br>C4    Study skills |
| **Teaching and Learning Methods** |
| Lectures, seminars, independent reading, tasks, supervisions, case studies. |
| **Assessment Strategy** |
| Module assignments, dissertation. |
| **Transferable/Key Skills** |
| On completing the programme students should be able to:<br><br>D1    Communication<br>D2    Library and IT<br>D3    Academic writing<br>D4    Study skills |
| **Teaching and Learning Methods** |
| Lectures, seminars, independent reading, tasks, supervisions, case studies. |
| **Assessment Strategy** |
| Module assignments, dissertation. |

| **12    Programme Curriculum, Structure and Features** |
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| **Basic structure of the programme** |
| **Subject knowledge and understanding**<br>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.<br><br>**Research skills**<br>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.<br><br>**Research project management**<br>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.<br><br>**Personal research project**<br>Students are supervised by members of staff throughout their research projects and learn by undertaking the research, writing it up and receiving feedback. |

**Professional and key skills**
Communication Skills are developed in seminars and workshops.

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

N/A

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

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

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| 13 | Criteria for admission |
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*Entry qualifications*


*Admissions policy/selection tools*


*Non-standard Entry Requirements*


*Additional Requirements*


*Level of English Language capability*
IELTS 6.5 (or equivalent)

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| 14 | Support for Student Learning |
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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 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 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 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 |
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*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 Staff-Student 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.

*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 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 results from student surveys are considered as part of the Annual 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 Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*
The programme is subject to the University's Quality Assurance and Enhancement Framework for Research Degree Programmes. This provides Schools with an opportunity to reflect on practice and a forum for enhancement of the student experience through the sharing of good practice and feedback from external sources. An Annual Review of Research Degree Programmes provides a formal opportunity to monitor the effectiveness of provision. The Annual Review is supplemented by a Review Visit every six years. The outcome of the Annual Review and the Review Visit are considered by the Graduate School Committee and the outcomes reported to the University Learning, Teaching and Student Experience Committee.

*Accreditation reports*


*Additional mechanisms*

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## 16      Regulation of assessment

For the taught elements of the programme:

*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. 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.

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 the Universityfor the taught elements of the programme, following recommendation from the Board of Studies. The External Examiner is expected to:
  i.   See and approve assessment papers
  ii.  Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv.  Report to the University on the standards of the programme

The research elements of the programme will be reviewed by external examiners appointed in accordance with the University's Handbook for Examiners of Research Degree by Theses: http://www.ncl.ac.uk/students/progress/staff-resources/pg-research/examiners.htm

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

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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 |
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