

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Integrated PhD
4	<b>Programme Title</b>	IPhD in Linguistics and English Language
5	<b>UCAS/Programme Code</b>	8191
6	<b>Programme Accreditation</b>	540 credits
7	<b>QAA Subject Benchmark(s)</b>	N/A
8	<b>FHEQ Level</b>	M
9	<b>Date written/revised</b>	17.04.14

### 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.

<b>Knowledge and Understanding</b>
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.
<b>Teaching and Learning Methods</b>
Outcomes in <b>A1</b> and <b>A2</b> will be acquired on general taught modules (see List in section 7); those in <b>A3</b> and <b>A4</b> will be acquired in research training modules <b>SEL8511</b> and <b>SEL8512</b> . Knowledge of <b>A1-A4</b> is further arrived at via seminars and by personal reading under the direction of the relevant module leaders
<b>Assessment Strategy</b>
A1-A4 are assessed through the writing of 4,000 word essays for each module (or equivalent), with specific shorter assessments for the modules <b>SEL8511</b> and <b>SEL8512</b> .
<b>Intellectual Skills</b>
On completing the programme students should be able to:
B1 Understand and identify original research topics in the field of linguistics B2 Demonstrate mastery of the skills and critical methodologies required to conduct original research in the field of linguistics.
<b>Teaching and Learning Methods</b>
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 <b>thesis</b> (50,000 words) will be arrived at through the process of the project and by consultation with the DPD and the designated supervisor ( <b>B1</b> ). Mastery of research skills for research in Linguistics will be arrived at by participation in the School of English Literature, Language & Linguistics modules <b>SEL8511</b> and <b>SEL8512</b> . <b>B2</b>
<b>Assessment Strategy</b>
<b>B1</b> , 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. <b>B2</b> mastery of research skills and critical methodologies, are assessed in all coursework: essays (4000 words), Linguistics/English Language Project (10,000 words), and Ph.D. thesis (50,000 words). The final viva assesses the contribution of the research work in the field of study.
<b>Practical Skills</b>
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.

<b>Teaching and Learning Methods</b>
Mastery of library skills and project management ( <b>C1-2</b> ) is taught by lectures and seminars given on the research training programmes HSS8000 and <b>SEL8511</b> and <b>SEL8512</b> . For the Linguistics/English Language Project (10,000 words) students will learn from reading successful dissertations, encouraged on <b>SEL8511</b> and <b>SEL8512</b> , 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 <b>thesis</b> (50,000 words) will consolidate and extend these skills.
<b>Assessment Strategy</b>
<b>C1-2</b> 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.
<b>Transferable/Key Skills</b>
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
<b>Teaching and Learning Methods</b>
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.
<b>Assessment Strategy</b>
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 200 credits of taught modules covering professional training, subject knowledge and professional/key skills, plus a project written at the end of the second year of full-time study or the third year of part-time study, and a dissertation of 50,000 words. 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***

#### *Full time candidates*

Year 1.

Candidates must take research training modules to the value of 10 credits, as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
SEL8511	10	Research Methods in Language and Linguistics, I

Additionally, candidates must take taught modules to the value of 90 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 50 credits, as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
SEL8512	10	Research Methods in Language and Linguistics, II
SEL8048	40	Linguistics/English Language Project (10,000 word essay, to be completed by September 2 <sup>nd</sup> of year 2)

**and** further modules to a credit value of 50 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 as part of their assignments for SEL8512. The proposal must be approved by the Degree Programme Director

Years 3 and 4.

Candidates write a thesis of roughly 50,000 words.

Part time candidates

Year 1.

Candidates must take research training modules to the value of 10 credits, as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
SEL8511	10	Research Methods in Language and Linguistics, I

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 50 credits, divided as follows:

<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
SEL8512	10	Research Methods in Language and Linguistics, II
SEL8048	40	Linguistics/English Language Project (10,000 word essay, to be completed by September 2 <sup>nd</sup> of year 3)

- 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 as part of their assignments for SEL8512. The proposal must be approved by the Degree Programme Director

Years 4, 5 and 6.

Candidates write 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. It allows students to build a broad area of expertise and gradually to develop specialised 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 2012-13*

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 7 IELTS

**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-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.

### **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.

*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 programmes**

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

<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: <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

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>ABC1001</b> , 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