

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	English Language
5	UCAS/Programme Code	Q302
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	English
8	FHEQ Level	H
9	Last updated	17/04/14

10 Programme Aims

- 1(a) To produce graduates with:
- (i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;
 - (ii) a knowledge of the main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;
 - (iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena
 - (iv) an ability to organise complex data and assess its significance;
 - (v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of literary texts from the Anglo Saxon, Medieval and Early Modern periods;
 - (vi) a metalinguistic awareness of their native language;
 - (vii) an awareness of the social and stylistic significance of linguistic variants.
- (b) To provide a programme:
- (i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
 - (ii) which consistently attracts highly qualified applicants;
 - (iii) which fully meets the requirements of the relevant Quality Assurance Agency (QAA) Benchmark statement, and
 - (iv) which fully meets the criteria for the different levels of award (certificate, intermediate or honours level diploma) within the Framework for Higher Education Qualifications.

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 and for English.

Knowledge and Understanding

- A1. The nature of human language
- A2. Essential linguistic terminology and methodology
- A3. The structure of English, its history and relation to other languages
- A4. Varieties of English, and the geographical, social and contextual factors which produce them
- A5. Computational models of language

A6. The acquisition of language
A7. The intellectual context in which the English language is studied

Teaching and Learning Methods

At Stage 1 knowledge and understanding is acquired via lectures and seminars. At Stages 2 and 3 they are acquired via lectures, seminars and individual or group project work. More advanced knowledge and understanding is developed at Stage 3 through an Extended Study (20 credits) or Dissertation (40 credits).
Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

Assessment Strategy

Where there is a single assessment of knowledge and understanding in a module, it will normally be via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess knowledge and understanding in part by oral presentations.
Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. By the end of their final year all students will have experienced assessment by written examination and submitted work, and will have completed at least one independently researched submission (an Extended Study of 5,000 words or a Dissertation of 10,000 words).

Intellectual Skills

On completing the programme students should be able to:

- B1. collect, analyse and evaluate data;
- B2. analyse and critically evaluate argumentation;
- B3. compare and evaluate differing intellectual frameworks and theories;
- B4. apply a developed appreciation of the role of language in our daily lives - and of the English as a global language.

Teaching and Learning Methods

At Stage 1 intellectual skills are acquired via lectures and seminars. Seminars give students the opportunity to discuss ideas and methodologies introduced in lectures. At Stages 2 and 3 intellectual skills are developed via lectures, seminars and project work within taught modules, and advanced research skills and independent thinking are developed at Stage 3 through an Extended Study (20 credits) or Dissertation (40 credits).

Assessment Strategy

Assessment of intellectual skills is via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques. By the end of their final year all students will have experienced assessment by written examination and submitted work, and will have completed at least one independently researched submission (an Extended Study of 5,000 words or a Dissertation of 10,000 words).

Practical Skills

On completing the programme students should be able to:

- C1. practise critical argumentation in language study;
- C2. gather, analyse and evaluate linguistic data;
- C3. compare different linguistic frameworks and their motivation;
- C4. understand the relation between data and theory in English Language study
- C5. address specific analytical, psychological and cultural issues posed by language and English in particular.

Teaching and Learning Methods

At Stage 1 practical skills are introduced via lectures and seminars. Seminars give students the opportunity to practise problem-solving, with the emphasis on practical skills for linguistic analysis. At Stages 2 and 3 skills are cultivated via lectures and seminars, with the opportunity to attain an advanced standard and increasing independence in the collection, analysis and presentation of data.

Assessment Strategy

Assessment of practical skills is via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques. By the end of their final year all students will have experienced assessment by written examination and submitted work, and will have completed at least one independently researched submission (an Extended Study of 5,000 words or a Dissertation of 10,000 words).

Transferable/Key Skills

On completing the programme students should be able to:

- D1. plan and complete essays and project-work
- D2. write and speak to different audiences
- D3. co-ordinate multiple projects
- D4. use information technology (word processing; the internet)
- D5. gather, evaluate and organise material
- D6. summarise and assimilate information
- D7. communicate and debate effectively
- D8. work to deadlines or within specified time-limits
- D9. work and negotiate with others
- D10. work effectively both in a team and independently
- D11. present information to a group in a structured and coherent way
- D12. analyse complex data effectively and present it concisely
- D13. display an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax and spelling rules.

Teaching and Learning Methods

Transferable/Key skills are promoted through seminars and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1, 2, 5, 6, 7, 8, 9, 10, 11 in particular are introduced and practised on *SEL1029: Language Across Space* and/or practised in the weekly tutorials. These skills are promoted at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups (tutorials and seminars) of different sizes: from groups of 7 or 8 at Stage 1 to groups of 15 at Stage 2 and 3.

Assessment Strategy

Assessment of key skills is implicit in course work at all levels, although *Language Across Space* focuses on these particularly. Presentation skills are formally assessed (by tutor and peers) in those modules which have an oral presentation as part of the summative assessment.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over three years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or, in the case of the Dissertation only, 40 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours.

At each Stage the student is required to take and be assessed in modules to the value of 120 credits. At Stage 1 students are given a thorough grounding in the basic knowledge and skills of the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Stage 1 modules introduce students to the practical skills of linguistic analysis which they will need at Stages 2 and 3. The module *Language Across Space* introduces students to academic skills: written English, preparing an essay and a presentation. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. Stage 1 language students must also take a further 40 credits outside their subject.

Stages 2 and 3 of Q302 are designed to provide academic progression, and an increasing range of choice. Stage 2 offers a choice of intermediate modules which build on the Stage 1 experience and cover major areas within English Language and Linguistics. Q302 students are required to take (1) Sociolinguistics and the Sociology of Language and (2) Topics in the History of English, plus two out of Syntactic Theory, Phonological Theory and Semantics and Pragmatics. These in turn prepare students for the more specialised optional modules at Stage 3, which provide an opportunity for students to pursue their particular interests and to acquire advanced knowledge and skills. All Q302 students at Stage 3 take an Extended Study (20 credits, 5000 words) or a Dissertation (40 credits, 10,000 words, in which case one fewer taught module is taken). These cultivate skills in independent research and in the planning and writing of extended pieces of work, which enhance students' employability and/or prepare them for postgraduate work.

At Stages 2 and 3 students have the opportunity, if qualified, to take a module in English Literature or an outside module such as the Career Development module or a language module. Key skills D1-11 are practised across Stages 2 and 3.

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

All undergraduates in the School of English Literature, Language and Linguistics can elect to study abroad for one semester, typically the second semester of year two or the first semester of year three. Currently SELLL has links with institutions in Europe and with universities in North America.

SELLL students can also take advantage of University and Faculty-led programmes (including exchanges with universities in Canada and Australia).

Programme regulations (link to on-line version)

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

13 Criteria for admission**Entry Requirements for 2013-2014****A levels**

ABB, not including General Studies

Scottish Qualifications

AABBB at Higher Grade. Combinations of Highers and Advanced Highers accepted.

International Baccalaureate

A minimum of 34 points.

Irish Leaving Certificate

A1A1B1B1B at Higher Level.

Access Qualifications

A unit in English Language at level 3 is essential. At least 30 level 3 credits at Distinction and in addition at least 15 level 3 credits at a minimum of Merit.

BTEC Level 5 HND

Applicants will be considered on an individual basis.

BTEC Level 3 Extended diploma (formerly BTEC National Diploma)

Applicants will be considered on an individual basis.

Cambridge Pre-U

D3, M2, M2 in Principal Subjects.

Partners A Levels

BBC not including General Studies

Partners – BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)

Applicants will be considered on an individual basis.

English Language Requirements

A minimum score of IELTS 7.0 or equivalent.

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 University 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 stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 students' views on the quality of the learning and teaching. 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.

*With the exception of intercalating years and the final stages of undergraduate programmes.

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 40%

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, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree, in the ratio 1: 2 for students who entered Stage 2 in or after September 2011, and in the ratio 1:1 for students who entered Stage 2 before September 2011.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	Modules not used for degree classification
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, 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

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
SEL1000	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1031	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1027	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1028	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1007	Compulsory	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1029	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1012	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2000	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2001	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2084	Optional	1, 2, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2086	Optional	1, 2, 3, 6	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2089	Optional	1, 2, 3, 6	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2091	Compulsory	1, 2, 3, 4, 6, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2211	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2212	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2201	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2202	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2203	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2204	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2205	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2206	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2207	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2216	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2217	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL3005	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8,

SEL3378	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3339	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3315	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3369	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3347	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3385	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
NCL3007	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
NCL3008	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12

