

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	Linguistics (with the following two taught pathways: English Language, Language Acquisition)
<b>5</b>	<b>UCAS/Programme Code</b>	4140F/P
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	July 2021

**10 Programme Aims**

To produce postgraduate students holding a Master's degree who possess:

- (i) the research skills necessary to undertake independent study in linguistics and English language;
- (ii) the ability to undertake further postgraduate study;
- (iii) an advanced knowledge of a range of issues in the subject area;
- (iv) the ability to engage critically with current work in the subject area.

To provide a programme:

- (i) in which teaching is informed by research;
- (ii) which consistently attracts highly qualified applicants, including mature and overseas applicants;
- (iii) which enables students to conduct arguments effectively in discrete high-level essays;
- (iv) which enables students to work independently under supervision so as to produce a long piece of research (the dissertation);
- (v) which fully meets the requirements of the Framework for Higher Degree Qualifications at Level 7;
- (vi) which conforms to University policies and procedures and QAA codes of practice.

**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 relevant benchmark statements for English and Linguistics.

**Knowledge and Understanding**

On completing the programme students should:

- A1 Advanced understanding and specialized knowledge of selected areas of study in linguistics and/or English language, including core areas (e.g. syntax, phonology) and English language or language acquisition.
- A2 Understanding of the relationship between research in different areas of linguistics.
- A3 Knowledge of recent and current theoretical debates in linguistics.

<p><b>Teaching and Learning Methods</b></p> <p>A Knowledge and understanding</p> <p>A1-A3 will be acquired through lectures, seminars, and tutorials in taught modules, and through the preparation and completion of submitted coursework; more advanced knowledge and understanding are developed through supervised independent study leading to the dissertation.</p>
<p><b>Assessment Strategy</b></p> <p>A Knowledge and understanding</p> <p>The taught modules deploy a variety of assessment strategies, including examination, written submitted work, oral presentation, and combinations thereof. This encourages students to develop both detailed knowledge of specialized areas (A1), and an integrated view of problems and issues in the discipline (A2 and A3).</p>
<p style="text-align: center;"><b>Intellectual Skills</b></p> <p>On completing the programme students should:</p> <p>B1 Mastery of search and library skills, critical methodologies and theories, and tools for research in the humanities.</p> <p>B2 Ability to address linguistic questions and problems in terms of the theoretical debates currently at the forefront of academic work in linguistics and/or English language.</p> <p>B3 Mastery of the methods and skills required to obtain and interpret data relevant to research in linguistics and/or English language.</p>
<p><b>Teaching and Learning Methods</b></p> <p>B Subject-specific/intellectual skills</p> <p>B1, B2 and B3 are imparted through the research methods module and, in specific areas, through the modules in Bands A to D. Students are introduced to the relevant concepts and skills through lectures and seminars and practise them in seminar presentations, practicals, and in submitted work. Students are encouraged to undertake independent study and research through reading suggestions from module leaders; the essays and dissertation further this opportunity for independent learning.</p>
<p><b>Assessment Strategy</b></p> <p>B Subject-specific/intellectual skills</p> <p>B1 and B3 are specially assessed through submitted work and the dissertation. B2 and B3 are tested through all forms of module evaluation and through the dissertation. The progression from module essays to dissertation provides an element of formative assessment.</p>
<p style="text-align: center;"><b>Practical Skills</b></p> <p>On completing the programme students should:</p> <p>C1 Critical evaluation of arguments and theories,</p> <p>C2 Problem solving,</p> <p>C3 Data collection and analysis,</p> <p>C4 Synthesis,</p>

<p><b>Teaching and Learning Methods</b></p> <p>C Practical skills</p> <p>C1 is illustrated in lectures and developed through discussion and exchange in seminars, and through the module leaders' feedback on submitted work. C2 and C3 developed through seminar and practical exercises, and through work on specific problems for essays and the dissertation. C4 is illustrated in lectures and specially developed through submitted work and the dissertation.</p>
<p><b>Assessment Strategy</b></p> <p>C Practical skills</p> <p>C1 is evaluated in all forms of assessment. C2, C3 and C4 are assessed through submitted work and, particularly, in the dissertation.</p>
<p><b>Transferable/Key Skills</b></p> <p>On completing the programme students should:</p> <p>D1 demonstrate self-direction and originality in planning and completing tasks,  D2 deploy information technology (word processing; the internet) appropriately,  D3 present research findings in a clear and accessible way,  D4 work to deadlines.</p>
<p><b>Teaching and Learning Methods</b></p> <p>D Key (transferable) skills</p> <p>D1 is gradually developed through the progression from seminar and practical exercises to module submitted work, and finally to the dissertation. Students are introduced to D2 and D3 through the research methods module, and practise the relevant skills in seminar presentations, submitted work, and the dissertation. D4 is developed through the assessment process.</p>
<p><b>Assessment Strategy</b></p> <p>D Key (transferable) skills</p> <p>D1 and D2 are assessed through submitted work and, particularly, through the dissertation. Presentation in written form (D3) is evaluated in the essays and dissertation; oral presentation may or may not be assessed, but in all cases students receive feedback on these. D4 is integral to the whole assessment process.</p>
<p><b>12 Programme Curriculum, Structure and Features</b></p>
<p><b>Basic structure of the programme</b></p> <p>(a) Full-time candidates shall take 180 credits over 1 year.  (b) Part-time candidates shall take 180 credits over 2 years.  (c) Candidates will take a combination of compulsory and optional modules depending on their chosen pathway.</p>
<p><b>Key features of the programme (including what makes the programme distinctive)</b></p> <p>The programme is characterized by its flexibility and range of options. These features are designed to appeal to students with a wide range of interests, including theoretical and</p>

general linguistics, descriptive linguistics (whether focusing on English or on other languages), empirical linguistics, and combinations thereof.

Generic and specific training in research methods is compulsory: the research methods module provides specific research training in linguistics and English language. Compulsory modules are taken in the first semester of the programme. The different streams cater for highly qualified students whose interests (e.g. sociolinguistics, corpus analysis) call for training in advanced quantitative, statistical, or experimental methods.

The dissertation, taken at the end of the programme, provides students with the opportunity of consolidating, developing, and refining their knowledge and skills through a substantial piece of research into a specialist linguistic topic.

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

[4140 Programme Regulations 21-22](#)

**13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

**14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

*Accreditation reports*  
n/a

*Additional mechanisms*  
n/a

**15 Regulation of assessment**

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[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

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

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

Degree Programme and University Regulations <http://www.ncl.ac.uk/regulations/docs/>

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.