PROGRAMME SPECIFICATION **(Research Postgraduate)**		Newcastle University

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA PGDip
4	Programme Title	MA Sociolinguistics (Research) PGDip Sociolinguistics (Research)
5	Programme Code	MA 4117F/P PGDip 3439F/P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	July 2021

10	Programme Aims

1. To provide an ESRC recognised Research Master's award benchmarked against ESRC Training Guidance
2. To provide foundational masters training in the subject to prepare students to take a PhD
3. To ensure students gain a thorough grounding in the theory, approaches and research methods of both the subject and social science more generally
4. To provide a programme which meets the requirements for a level 7 programme in the FHEQ and complies with 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 benchmark statements for Linguistics.

Knowledge and Understanding

On completing the programme students should:

A1   have a thorough understanding of social science theory, approaches and research methods

A2   have a thorough understanding of research methods in their discipline

A3   have a sound understanding of advanced scholarship and practice in areas within the discipline as well as an awareness of cutting edge research across the social sciences

Teaching and Learning Methods

Lectures will be used, primarily, to impart information and provide an overall coherence for modules on the programme.

Seminars aim to enhance interpretation of approaches to sociolinguistics; improve oral presentation skills and build team-work.
A1 will be primarily delivered through the generic modules provided by the Faculty. A3 will be taught through compulsory and optional modules in linguistics in relation to advanced scholarship within the discipline, whereas the generic research training modules will raise awareness of broader social science research. A2 will be developed through the dissertation module and the study of specialist linguistics modules.

Assessment Strategy

In order to meet the requirements of subsequent independent study and engagement in academia, a wide variety of assessment strategies will be involved on this programme including:

•Essays;
•Dissertation.

The research training modules will assess A1 and the generic aspects of A3, whilst A2 and the specialist aspects of A3 will be assessed through the dissertation and the specialist linguistics modules.

Intellectual Skills

On completing the programme students should be able to:

B1   collect, transcribe and analyse data, and evaluate different theoretical approaches to data in a wide variety of formats
B2   evaluate literature in the discipline
B3   solve problems in the discipline

Teaching and Learning Methods

Practicals and fieldwork will be used, primarily, to build skills in the collection and analysis of linguistic data relevant to sociolinguistics.
Seminars aim to enhance interpretation of approaches to sociolinguistics and promote problem-solving strategies.

B1 will be taught principally through the generic research training modules, but also the dissertation and the preparation for it. B2 will be supported by the generic research training modules but reinforced by specialist linguistics modules and the dissertation. B3 will be taught principally through the specialist modules and the dissertation.

Assessment Strategy

In order to meet the requirements of subsequent independent study and engagement in academia, a wide variety of assessment strategies will be involved on this programme including:

•Data Collection, Transcription and Analysis Tasks;
B1 will be assessed through all modules, both generic and specialist, with opportunities to be assessed in key specialist skills available before undertaking the dissertation, where relevant skills will also be assessed. The specialist modules and the dissertation will assess students' evaluation of the literature in the discipline (B2) and ability to solve problems in the discipline (B3)

Practical Skills

On completing the programme students should be able to:

C1   undertake preparatory planning for a doctorate
C2   carry out a literature search and review
C3   use the information and study skills obtained to do a doctorate
C4   undertake independent fieldwork
C5   undertake sociolinguistic analysis using a variety of mathematical and computational tools.

Teaching and Learning Methods

Practicals and *fieldwork* will be used, primarily, to build skills in the collection and analysis of linguistic data relevant to sociolinguistics.
Poster and oral presentations will be used to build team-work and demonstrate abilities in IT as well as in practical aspects of sociolinguistics and understanding of relevant theoretical concepts.

The generic research training modules provide the basis for developing C1, C2, C3 and C4, but these will be further developed in the specialist modules and through undertaking the dissertation. C5 will be developed in the specialist modules and the dissertation only using practicals for analysis and fieldwork for data collection.

Assessment Strategy

In order to meet the requirements of subsequent independent study and engagement in academia, a wide variety of assessment strategies will be involved on this programme including:

•Data Collection, Transcription and Analysis Tasks;
•Poster Presentations;
•Oral Presentations;

These skills will be assessed in both the generic research training (principally C1-C4) and via the specialist modules and the dissertation (principally C4-C5), which will place the emphasis on specialist applications. Some of the assessment tasks, as outlined above, will assess important skills for linguists.

Transferable/Key Skills

On completing the programme students should be able to:

D1   write in a suitable academic style
D2   present ideas effectively orally in a variety of formats
D3   manage their own workload effectively so as to meet deadlines
D4   analyse theory, different approaches and quantitative and qualitative data effectively

Teaching and Learning Methods

Seminars aim to enhance interpretation of approaches to sociolinguistics; improve oral presentation skills and build team-work.
Poster and oral presentations will be used to build team-work and demonstrate abilities in IT as well as in practical aspects of sociolinguistics and understanding of relevant theoretical concepts.

D1 will be taught in all the taught modules and reinforced in the dissertation. A variety of modules will involve oral presentations as well as more informal oral communication. Students will develop their skills in workload management (D3) throughout the programme, but principally through the dissertation. D4 is developed across the programme both at a generic level and in a specialised linguistics context.

Assessment Strategy

In order to meet the requirements of subsequent independent study and engagement in academia, a wide variety of assessment strategies will be involved on this programme including:

•Data Collection, Transcription and Analysis Tasks;
•Poster Presentations;
•Oral Presentations;
  Dissertation

D1 will be assessed in every single module and the dissertation. D2 will be assessed through presentations in a number of modules. D3 will not be directly assessed, although students will need to demonstrate it to be successful, in particular with their dissertation. D4 will be assessed as a generic skill through the generic research training modules and in a specialised linguistics context in the specialist modules and the dissertation.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The programme consists of a mixture of generic research training modules offered by the Faculty of Humanities and Social Sciences Research Training Programme combined with more specialised modules based in the subject covering both research training and specialist knowledge.

The School research training module considers the goals and data of linguistic inquiry, and of how these impinge on questions of research methodology in linguistics as well as in Sociolinguistics and the Sociology of Language more specifically. The module aims to give students a working knowledge of methodology and skills in quantitative and qualitative research in language and linguistic studies.

The dissertation, undertaken at the end of the programme, provides the capstone which pulls together the varying strands of the programme. Students on this module will be provided with a dissertation supervisor as soon as they have identified the area(s) of study of interest to them. They will be encouraged to meet with the supervisor regularly (beginning in semester 2) and joint supervision can be arranged across CRiLLS where the student's topic warrants an interdisciplinary approach.

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

The programme is designed to equip students for PhD study in the discipline and to be part of an ESRC 1+3 award.

Programme regulations (link to on-line version)

4117 Programme Regulations 23-24

13	Support for Student Learning

Generic information regarding University provision is available here.

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

learning
Generic information regarding University provision is available here.
Accreditation reports
N/A
Additional mechanisms
N/A

15   Regulation of assessment
Generic information regarding University provision is available here.

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.