

**PROGRAMME SPECIFICATION  
(Undergraduate)**



|          |                                 |  |
|----------|---------------------------------|--|
| <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>              | BA (Hons)                                    |
| <b>4</b> | <b>Programme Title</b>          | Linguistics with Spanish                     |
| <b>5</b> | <b>UCAS/Programme Code</b>      | Q1R4   |
| <b>6</b> | <b>Programme Accreditation</b>  | n/a  |
| <b>7</b> | <b>QAA Subject Benchmark(s)</b> | Linguistics, Languages, Cultures and Society |
| <b>8</b> | <b>FHEQ Level</b>               | 6  |
| <b>9</b> | <b>Last updated</b>             | July 2021                                    |

**10 Programme Aims**

- (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 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.
  - (viii) a knowledge of Spanish language and culture.
- (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 statements while complies with prevailing University policies and QAA codes of practice, and
  - (iv) which fully meets the criteria for a level 6 award 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, Languages, Cultures and Society.

### **Knowledge and Understanding**

On completing the programme students should have knowledge and understanding of:

- A1. The nature of human language
- A2. Essential linguistic terminology and methodology
- A3. The structure of English, its history and relation to other languages (particularly Spanish)
- 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
- A8. Basic techniques of data collection and analysis in different fields of linguistic study
- A9. The relation between data and theory, in particular the central role of hypothesis formation and testing
- A10. The lexis, grammatical structures, registers and usage of the Spanish language.
- A11. Aspects of the history, society, culture and linguistic development of Spain.
- A12. Intercultural awareness and understanding (an appreciation both of the internal diversity and transcultural connectedness of cultures).

### **Teaching and Learning Methods**

At Stage 1 knowledge and understanding is acquired via lectures and seminars and, for Spanish language work, practical classes and workshops. At Stages 2 and 4 they are acquired via lectures and seminars and further practical classes in the Spanish language, while Stage 3, spent abroad, enhances intercultural awareness and understanding. More advanced knowledge and understanding is developed with the Extended Study or short Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

### **Assessment Strategy**

Assessment of knowledge and understanding is via written continuous assessment, class tests and aural and oral examinations in Spanish, unseen examination of 3 hours or submitted work of 4000, 5000 or 6000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. During the year abroad, a personal learning record and/or an intercalatory project is also part of the assessment.

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. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate knowledge of the foreign language and the year-abroad work allows them to demonstrate intercultural awareness and understanding.

All students will have completed at least one independently research submission (an Extended Study of 5000 words or Dissertation of 6,000 words) by the end of their final year.

### **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 theoretical models;

- B4. apply a developed appreciation of the role of language in our daily lives - and of English as a global language.
- B5. critically evaluate arguments and evidence
- B6. develop an awareness of the complex interplay between data and context
- B7. organize and present ideas as part of a structured written and/or oral argument
- B8. design a research project and select and employ appropriate research methodologies.
- B9. learn foreign languages.

**Teaching and Learning Methods**

At Stage 1 intellectual skills are acquired via lectures and seminars, and, for Spanish, practical language classes. Seminars give students the opportunity to discuss ideas and methodologies introduced in lectures. At Stages 2 and 4 intellectual skills are developed via lectures, seminars, project work and practical language classes. More advanced intellectual skills, especially research skills and independent thinking, are developed at Stage 4 through an Extended Study or Dissertation.

**Assessment Strategy**

Assessment of intellectual skills is via unseen examination of 3 hours or submitted work of 4000, 5000 or 6000 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. Examinations 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.

All students will have completed at least one independently research submission (an Extended Study of 5,000 words or Dissertation of 6,000 words) by the end of their final year.

**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, using appropriate models and techniques
- C3. compare different linguistic frameworks and their motivation;
- C4. work with data and theory in English language study in a way that demonstrates understanding of the relation between them
- C5. address specific analytical, psychological and cultural issues posed by language and English in particular.
- C6. Apply scholarly bibliographic skills appropriate to the subject
- C7. Use the Spanish language for communication and/or as linguistic data.

**Teaching and Learning Methods**

At Stage 1 subject-specific/professional skills are acquired via lectures and seminars - and, for the Spanish language, language laboratory work and practical classes. At Stages 2 and 4 they are acquired via lectures and seminars, and formal grammar instruction including drills and exercises, practical classes and oral discussion in Spanish. More advanced knowledge and understanding is developed via independent study with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

### **Assessment Strategy**

Assessment of knowledge and understanding is via continuous written assessment, class tests evaluating student progress, aural and oral examinations covering listening and speaking skills in Spanish, unseen examination of 3 hours or submitted work of 4000, 5000 or 6000 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. Examinations 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. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate the practical ability to use the foreign language.

All students will have completed at least one independently research submission (an Extended Study of 5000 words or Dissertation of 6,000 words) by the end of their final year.

### **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; etc.), as appropriate to a specific project
- 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, with a sensitivity to cultural contexts
- 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**

Key/transferable skills are developed through tutorials, seminars, lectures and study groups. Skills D1 - 13 are introduced, practised and refined in the stage 1 modules.

All of these skills are promoted further at Stage 2 with continued emphasis on small group work, and with increased opportunity for independent study. The Career Development modules offered by the University Careers Service further enhance employability skills if the students opt to take them.

At Stage 3, all students will practice D7-10.

At Stage 4, students will refine their key/transferable Skills further, particularly in the course of studying more specialised modules and as they devote more time to independent work in taking either the Dissertation or the Extended Study (D1, D5, D8). The option to take the University Careers Service's Advanced Career Development modules for Stage 3 students gives them the chance to further refine their key/transferable Skills, and to enhance their employability.

**Assessment Strategy**

Assessment of key skills is implicit in course work at all levels. 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 four 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 Personal Learning Record, 100 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. Stage 3 is an intercalatory year during which the students spend at least 30 weeks in a Spanish-speaking country, and at each of Stages 1, 2 and 4 students must take at least 40 credits from modules offered in the School of Modern Languages.

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 4. The course introduces students to academic skills: written English, preparing an essay. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. All students take the core 40-credit Level A language module in Spanish or the Level B language module (20 credits) and one other in Spanish.

Stages 2 and 4 of Q1R4 are designed to provide academic progression and an increasing range of choice. Stage 2 comprises intermediate modules which build on the Stage 1 experience, with higher level work in Spanish (Level C, 20 credits) and modules covering major areas within Linguistics. Students are required to take Syntactic Theory and Phonological Theory, as well as a further three Stage 2 modules in Linguistics, one of which may be replaced by a module relating to Spanish. These in turn prepare students for the more specialised optional modules at Stage 4, which provide an opportunity for students to pursue their particular interests and to acquire advanced knowledge and skills. This cultivates 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.

Key skills D1-13 are practised across Stages 2 and 4.

At Stage 3 students spend the year in a Spanish-speaking country, working as a teaching assistant in a school or college, or studying at university, or undertaking an approved work placement. The year abroad is fully accredited and assessed. While all aspects of knowledge, understanding and language skills will be developed at Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding.

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

At Stage 3 students spend the year in a Spanish-speaking country, working as a teaching assistant in a school or college, or studying at university, or undertaking an approved work placement.

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

[Q1R4 Programme Regulations 23-24](#)

**13 Support for Student Learning**

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

[Generic Information](#)

**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.

[Generic Information](#)

*Accreditation reports*

n/a

*Additional mechanisms*

n/a

**15 Regulation of assessment**

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

[Generic Information](#)

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

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

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.