

**PROGRAMME SPECIFICATION
(Research Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Integrated PhD
4	Programme Title	IPhD in Linguistics and English Language
5	UCAS/Programme Code	8191
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Date written/revised	July 2021

10 Programme Aims

To allow students:

1. To engage with current advanced research in theoretical, empirical and descriptive linguistics and (where relevant) English language.
2. To undertake a general training in research methods and professional expertise in the field of linguistics.
3. To undertake specific training in research methods and techniques relating to an approved research project in linguistics or English language.
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 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. Which meets the requirements of a level 7 award under the FHEQ.
8. That will conform 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 benchmark statements for linguistics.

Knowledge and Understanding

On completing the programme students should have:

A1 Advanced knowledge of an area of linguistics;
 A2 Profound understanding of recent and current theoretical debates in linguistics;
 A3 Good understanding of the potential problems associated with data retrieval and handling;
 A4 Understanding of the range of methodologies applied in linguistics and English language.

Teaching and Learning Methods

Outcomes in **A1** and **A2** will be acquired on general taught modules (see List in section 12); those in **A3** and **A4** will be acquired in the research training module. Knowledge of **A1-A4** is further arrived at via seminars and by personal reading under the direction of the relevant module leaders

Assessment Strategy

A1-A4 are assessed through the writing of assignments of up to 4,000 word for each module (or equivalent), with specific shorter assessments.

Intellectual Skills

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.

Teaching and Learning Methods

Ability to identify an original research topic for the Research Project for IPhD students (15,000 words) will be arrived at by consultation with the DPD and the designated supervisor; ability to identify an original research topic for the **thesis** (80,000 words) will be arrived at through the process of the project and by consultation with the DPD and the designated supervisor (**B1**). Mastery of research skills for research in Linguistics will be arrived at by attendance and successful completion of the research methods module (**B2**).

Assessment Strategy

B1, understanding and ability to identify original research topics, is assessed in the research project module (15,000 words) and the Ph.D. thesis (80,000), but it is also supported in other forms of assessed work, including the shorter essays (4,000 words) in year 1 and oral presentations. **B2**, mastery of research skills and critical methodologies, are assessed in all coursework: essays (4,000 words), the research project (15,000 words), and the Ph.D. thesis (80,000 words). The final *viva* assesses the contribution of the research work in the field of study.

Practical Skills

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.

Teaching and Learning Methods

Mastery of library skills and project management (**C1-2**) is taught by lectures and seminars given on the research training programmes. For the Research Project for IPhD students (15,000 words) students will learn from reading successful dissertations, encouraged on

the research project, from discussion of possible topics with module leaders, and from detailed guidance by the dissertation supervisor. The work the research project module and the thesis (80,000 words) will consolidate and extend these skills.

Assessment Strategy

C1-2 are assessed in all submitted coursework, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in year 1 and oral presentations.

Transferable/Key Skills

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.

Teaching and Learning Methods

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.

Assessment Strategy

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 PhD will provide broad-based research training in the arts and social sciences and specific research training in linguistics. The Integrated PhD comprises 180 credits of taught modules covering professional training, subject knowledge and professional/key skills, plus a project written at the end of the first year, and a dissertation of 80,000 words to be completed in years 2-4. The duration of the course will be four years full-time. Exceptionally and on a case-by-case basis, a candidate who already holds a strong MA or equivalent degree in Linguistics or English language is eligible to apply for Accreditation for Prior Learning up to a maximum of 40 credits, normally equivalent to two 20-credit modules.

The Research 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 first year from commencement of the course. The Research Project will normally be 15,000 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 80,000 words in length.

The schedule

Candidates must take 180 credits including some credits of compulsory modules. Candidates must take additional modules of 100 credits as described in the programme regulations.

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

The programme offers three distinction pathways: (1) language acquisition, development and evolution; (2) language variation and change; (3) formal linguistics. This allows students to enrol on the pathway related to their proposed thesis project and to gain or enhance the skills and knowledge set required to carry out research in the field associated with their chosen pathway. Within each pathway, there is great amount of choice in terms of module offerings and material studied. In addition, students will attend option modules to help them build a broad area of expertise and foundation. It equips them well for a career in Higher education.

Programme regulations (link to on-line version)

For post-2015 starters:

[8191 Programme Regulations 24-25](#)

For pre-2015 starters:

[8191 Programme Regulations 24-25](#)

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.