Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	
Highest award title	MA English Language
Default award title	
Interim award title	PG Cert. English Language PG Dip English Language
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	English Language and Related Studies
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2008

Authorised by…   **Date:…**

Version Code: 1.1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

- To develop critical, conceptual and analytical skills expected of postgraduates.
- To enable students to acquire and apply relevant knowledge in the area of Applied Linguistics, English Language and related fields.
- To enable students to explore, at a level commensurate with postgraduate study, the place and relevance of theoretical frameworks in Applied Linguistics/ English Language.
- To provide a framework for study, by Dissertation, to Masters' level in an area selected by the student

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: 1. the structure (morpho-syntax) of the English language, 2. phonology, semantics and pragmatics of English, 3. forms and functions of different text types, 4. theories of Second Language Acquisition and their implications for language learning and teaching and 5. the importance of qualitative and quantitative approaches for research in Applied Linguistics/ English Language.	**Teaching/learning methods and strategies:** *Acquisition of 1, 2, 3 and 4 is through reading of key texts with relevant practical exercises set and commented upon by the tutor at regular intervals.* *Acquisition of 5 is through reading of key texts and the development of a research design. Model designs are posted, and tutors provide feedback on the designs developed by the students.* *Additional support is provided through the computer conferencing system and interactive exercises.* *Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught /learnt and to broaden their individual knowledge and understanding of the subject.* **Assessment:** *Testing of the knowledge base is through continuous assessed coursework (1-5) and through a final report for each module.*

B Intellectual Skills

B Intellectual Skills	**Teaching/learning methods and strategies**
1. Transfer complex theoretical frameworks into practical applications. 2. Develop a critical distance towards published research findings. 3. Linguistic analysis of texts, their forms and functions. 4. Qualitative and quantitative approaches to empirical study and the testing of hypotheses. 5. Comprehension of the complexities of the discipline and its relationship to other disciplines.	*Intellectual skills are developed through reading, practical analyses and exercises writing commentaries and reasoned essays involving independent literature searches, the analysis, synthesis and evaluation of ideas as well as empirical work. Furthermore, the students will develop a research design, discussing its feasibility, advantages and disadvantages.* **Assessment** *A variety of assessment methods is employed. Course-work may demand independent literature searches and the MA dissertation will include quantitative and/ or qualitative approaches to research in Applied Linguistics/ English Language.*

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills - *able to: …* 1. Analyse written and spoken texts within relevant theoretical frameworks 2. Apply theoretical approaches in Second Language learning in Language learning and teaching, 3. Carry out research in Applied Linguistics/ English Language 4. Use word-processing and relevant computer-tools, including transcription and statistical software.	**Teaching/learning methods and strategies** Detailed guidance on each piece of coursework is provided at the beginning of the course and supplemented by information given to the students during the course. All students will have regular contacts with their tutors and the other students via UWE Online. **Assessment** *Skills 1 and 2 are primarily assessed in course-works. Skill 3 and 4 are assessed by course-work and the development of a research design and its application in the dissertation.*

D Transferable Skills and other attributes

D Transferable skills and other attributes - *able to*: … 1. work in a strictly online environment, 2. work autonomously, find independent sources and meet stringent deadlines, 3. critically analyse and pursue clear lines of thought, 4. take responsibility for their own learning, including the exercise of initiative and the effective management of self-directed study time, 5. evaluate in a reflective manner and 6. use a range of information and communications technology, including specific software devised for research in (Applied) Linguistics/ English Language.	**Teaching/learning methods and strategies** Skill 1 is a sine qua non of the course and makes particular demands on this group of students, Skill 2 is fostered by the need to submit course-works and the dissertation by specified dates; Skills 3, 4 and 5 are developed throughout the course in all of its modules, as one might expect of an 'M' level programme and Skill 6 is required as an integral part of the delivery of the course. **Assessment** Skills 1, 2 are implicitly assessed, Skill 1 by the student's ability to access and follow course materials, and to interact with fellow students and the tutor on the conferencing system, and Skill 2 by their observing the deadlines for the submission of course-work. Skills 3, 4, 5 and 6 are formally assessed in all the modules, this aspect forming part of the marking criteria.

Section 4: Programme structure
Use next page to provide a structural chart of the programme showing:
- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY
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	Compulsory modules	Optional modules (full list available at www…)	Interim Awards:
level 1	**Compulsory modules** • UPLQDB-30-M The Structure of English • UPNQC9-30-M Text Linguistics **Core modules** • N/A	**Optional modules** (full list available at www…) • There are no optional modules at the moment	**Interim Awards:** • Credit requirements 60 credits - P/G Certificate
level 2	**Compulsory modules** • UPNQDA-30-M Second Language Acquisition: Theories and Methods • UPNQCM-30-M Research Methods in Linguistics **Core modules** • N/A	**Optional modules** (full list available at www…) • There are no optional modules at the moment	**Interim Awards:** Credit requirements 120 credits - P/G Diploma
level 3	**Compulsory modules** • UPNQD9-60-M Dissertation **Core modules** • N/A	**Optional modules** (full list available at www…) • N/A	**Prerequisite requirements** 120 credits to begin with the dissertation **Awards:** • Target/highest: MA in English Language • Default title : P/D Certificate ; P/G Diploma **Credit requirements** 180 for MA Dissertation 120 for P/G Diploma 60 for P/G Certificate

→ **GRADUATION**

Section 5: Entry requirements

BA in English Language, Linguistics or equivalent at 2:1 level, or at 2:2 level if substantial relevant postgraduate experience can be demonstrated

Section 6: Assessment Regulations

a) **MAR**   x

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

This is a Distance Learning degree, which is conducted via the UWEOnline/Blackboard conferencing/virtual learning system. Materials in electronic form will be made available to all students.

A convivial working atmosphere is set up in the sub-conferences devoted to each module. In addition, an overall conference allows award-generic contacts to be made between students (buying and selling books for example) and in order to conduct (virtual) Award Management Committee meetings and make announcements relevant to the whole student body.

Students will find their tutors provide feedback on work submitted and encourage dialogue on the relevant sub-conference. There is substantial Library support for part-time and distance-learning students.

Section 8 Reference points/benchmarks

• *Subject benchmarks (QAA Unit …) QAA Benchmark statement for 'Linguistics' (2001)*

• *University teaching and learning policies: UWE teaching and learning and assessment policies.*
• *staff research projects:*
• *employer interaction/feedback:*

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.