

PROGRAMME SPECIFICATION	
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	IPhD
4	Programme Title	Phonetics and Phonology
5	Programme Code	TBC
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	8
9	Last updated	February 2011

10	Programme Aims
1	to help students achieve a critical conceptual understanding of principles, conceptual frameworks and methodologies in the fields of Phonetics and Phonology;
2	to gain an advanced knowledge and understanding of Phonetics and Phonology;
3	to provide a general training in research methods and management;
4	to provide a specific training in research methods and techniques relating to an approved research project in Phonetics and Phonology;
5	to undertake a research project which will make an original contribution to knowledge and understanding in Phonetics and Phonology;
6	to develop a range of professional and key skills which will enable the students to engage in teaching and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment.
7	to provide a programme which meets the requirements for a level 8 award under the FHEQ and complies with University policies and procedures

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.		
Knowledge and Understanding		
On completing the programme students should:		
A1	demonstrate knowledge of theory, principles, conceptual frameworks and methodologies of Phonetics and Phonology;	
A2	demonstrate knowledge of key facts and concepts of the specialist area (depending on the specialist areas pursued by students), and develop an ability to evaluate a wide range of key theoretical debates in that area	
A3	demonstrate critical understanding of current developments in Phonetics and Phonology, which is informed by cutting edge research;	
A4	demonstrate theoretical knowledge of the key research methods and techniques in Phonetics and Phonology	
Teaching and Learning Methods		
ILO	How are they taught?	How are students able to learn?
A1	Lectures, practicals, labs	Independent reading, VLE tasks, research project
A2	Lectures, practicals, labs	Independent reading, VLE tasks, research project
A3	Lectures, seminars	Independent reading, research project
A4	Lectures, practicals	Independent reading, research project
The primary means of imparting knowledge and understanding (A1 to A4) is lectures. In the		

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case of A1, A2 and A4 they are supplemented by practicals and/or labs which enable students to check their learning. In the case of A3 they are supplemented by seminars. Throughout the course students are encouraged to supplement taught material by independent reading, for which they are given extensive support and guidance on reading materials and how to use them. In addition a range of virtual learning environment based tasks have been set up to further develop A1 and A2 through application. All knowledge and understanding ILOs are further achieved by an independent research project (thesis) under the supervision of staff.

Assessment Strategy

ILO	If assessed	How assessed?
A1	Yes	Module assignments, thesis, viva
A2	Yes	Module assignments, thesis, viva
A3	Yes	Module assignments, thesis, viva
A4	Yes	Module assignments, thesis, viva

Knowledge and understanding of the subject are primarily assessed by the module assignments (typically unseen written exams or written lab reports) as well as the thesis and viva voce examination of the thesis (A1 to A4).

Intellectual Skills

On completing the programme students should be able to:

- B1 synthesise information from a number of primary and secondary sources
- B2 analyse, critically evaluate and interpret the principle source materials of Phonetics and Phonology
- B3 produce a research proposal and plan and manage the research project
- B4 conduct and report a programme of original research

Teaching and Learning Methods

ILO	How are they taught?	How are students enable to learn?
B1	Seminars, research training	Independent learning, research project
B2	Supervisions, seminars, practicals	Independent learning, research project
B3	Supervisions, research training	Self-evaluation, research project
B4	Supervisions, research training	Self-evaluation, research project

Intellectual and research skills are developed through research training (B1, B3 and B4), supervisions (B2-B4) as well as seminars (B1-B2) and practical classes (B2). Students are encouraged to acquire them through designing and conducting research project (B1-B4) as well as independent learning (B1-B2) and self-evaluation (B3-B4) to provide a basis for consultation with their supervisors.

Assessment Strategy

ILO	If assessed	How assessed?
B1	Yes	Module assignments, thesis, viva
B2	Yes	Module assignments, thesis, viva
B3	Yes	Progress panels, thesis, viva
B4	Yes	Progress panels, thesis, viva

Intellectual skills are primarily assessed by module assignments (B1 and B2) and progress panels (B3 and B4) as well as the thesis and viva voce examination of the thesis (B1 to B4).

Practical Skills

On completing the programme students should be able to:

- C1 understand and employ terminology relevant to Phonetics and Phonology to explain and convey technical subject information
- C2 carry out an extensive literature survey using reference and special collection materials in paper and electronic form
- C3 carry out phonetic and phonological analysis of the wide range of linguistic data
- C4 collect recordings of audio and/or visual data in laboratory and fieldwork settings
- C5 design and carry out experiments in production, acoustics and perception of speech

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Teaching and Learning Methods		
ILO	How are they taught?	How are students enabled to learn?
C1	Lectures, labs, practicals	Independent reading, VLE tasks
C2	Research training	Independent learning, research project
C3	Labs, practicals	Undertaking experiments, research project
C4	Fieldwork and labs	Undertaking experiments, research project
C5	Supervisions, labs	Undertaking experiments, research project
<p>Experimental and qualitative research skills are developed by laboratory work (C1, C2-C5), fieldwork (C4) and practicals (C1, C3) while terminology and its use (C1) are taught to students through lectures and practical classes. Research training is provided to develop referencing skills (C2). Students are encouraged to ‘learn by doing”, i.e. undertaking experiments and fieldwork for themselves as part of their research project (C3-C5) as well as by independent reading and Virtual Learning Environment tasks (C1) and independent learning (C2).</p>		
Assessment Strategy		
ILO	If assessed	How assessed?
C1	Yes	Module assignments, thesis, viva
C2	Yes	Module assignments, thesis, viva
C3	Yes	Module assignments, thesis, viva
C4	Yes	Progress panels, thesis, viva
C5	Yes	Progress panels, thesis, viva
<p>Experimental and qualitative research skills are assessed by module assignments (C1-C3) and progress panels (C4 and C5) as well as the thesis and viva voce examination of the thesis (C1 to C5).</p>		
Transferable/Key Skills		
<p>On completing the programme students should be able to:</p>		
D1	speak, write and read English at high or near-native levels of proficiency	
D2	communicate effectively to others when working in a group	
D3	develop IT skills	
D4	manage time and prioritise tasks by working to strict deadlines	
Teaching and Learning Methods		
ILO	How are they taught?	How are students enabled to learn?
D1	EFL training, lectures, practicals	Student presentations, research projects
D2	Seminars	Student presentations, group work
D3	Training in the use of software	Research project
D4	Research training	Self-evaluation, research projects
<p>Communication and presentation skills are developed in seminars (D2) while teamwork is developed through group work. IT skills are developed through lectures and labs that provide training in the use of particular software (D3). Time management skills are taught in the research training (D4). Student learning is supported by presentations and group work (D2). Students are encouraged to develop their IT and time management skills through working on their research project (D3 and D4) as well as self-evaluation (D4).</p>		
Assessment Strategy		
ILO	If assessed	How assessed?
D1	Yes	Module assignments, progress panels, thesis, viva
D2	Yes	Module assignments
D3	Yes	Module assignments
D4	No	
<p>Skills (D1 to D3) assessed by module assignments. English language skills (D1) is further assessed through annual progress panels, thesis and viva voce examination of the thesis.</p>		

Skill (D4) is not assessed.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Duration: A programme of full-time study shall normally be four years. The full-time programme of study must be completed within five years. A programme of part-time-time study shall normally be eight years. The part-time programme of study must be completed within ten years.

Modules: There are 4 core compulsory modules, 4 optional modules, and a substantial dissertation component distributed over all 4 years, but weighted heavily to stages 3 and 4.

Credits: These modules add to a total value of 540 credits with 200 credits for taught elements and 340 credits for research elements

Year 1

Semester 1

Fundamental issues in Phonetics & Phonology (40)

SEL8154 Issues in Phonological Theory (20)

Option 1 (20)

Semester 3

Dissertation preparation

Semester 2

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HSS8005 Intro to Quant Methods (20)

Option2 (20)

Year 2

Semester 1

Core Issues in Experimental Phonetics & Phonology (40) ----->

Option 1 (20)

Dissertation preparation

Semester 3

Dissertation preparation

Semester 2

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Option2 (20)

Dissertation preparation

Year 3

Dissertation

Year 4

Dissertation

Dissertation preparation support will be offered during the taught phase of the programme so that students are supported to provide a research proposal which has to be approved by the progress panel before students proceed to the research phase,

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

This IPhD programme offers students the chance to specialise in diverse theoretical and applied areas of Phonetics and Phonology drawing on the distinctive expertise of Newcastle's staff. The foundation for all students would be a common core of modules dealing with essential theoretical issues and generic and subject-specific research methods. Subsequently, students would be offered specialised modules which will act as the basis for their dissertation project.

There will be five major areas of specialisation in which supervision can be offered and in which specialised option modules will be provided (subject to numbers);

The first will be targeted at students whose interests lie in deepening their understanding of the role of Phonetics and Phonology in the process of acquisition of second language sound patterning.

The second will be targeted at students whose interests lie in deepening their understanding of the role of Phonetics and Phonology in first language acquisition.

The third will be targeted at students whose interests lie in deepening their understanding of the role of sociolinguistics in language learning and speech perception and production.

The fourth will be targeted at students whose interests lie in deepening their understanding of

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phonological patterns of various languages.

The fifth will be targeted at students whose interests lie in deepening their understanding of the phonetic and/or phonological characteristics and processes of various languages and language description.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

A UK Bachelor's degree in an appropriate subject, awarded with first or upper second-class Honours, or an overseas qualification of an equivalent standard from a recognised higher education institute, or a recognised taught Master's degree is required.

Admissions policy/selection tools

On-line applications comprising application form, CV, statement of purpose/research proposal, 2 references and example of written work

Non-standard Entry Requirements

Considered on a case-by-case basis

Additional Requirements

APL may be available for students who have studied suitable modules at Newcastle or elsewhere

Level of English Language capability

IELTS 7 (or equivalent); IELTS score of 6.5 (or equivalent) accepted on condition of taking an EAP course or courses concurrently with study

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor during the taught stages of the programme, whose responsibility is to monitor the academic performance and overall well-being of their tutees. In

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addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

During the research phase of the programme the supervisor will act as the personal tutor.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software – to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

Support within the Phonetics and Phonology Group

Students will be invited to research seminars in CRiLLs (Centre for Research in Language and Linguistics) and to periodic lunch-time meetings of the Phonetics and Phonology Group

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

16 Regulation of assessment

Pass mark

The pass mark is 50% and the IPhD award is not classified.

Course requirements

Progression is subject to the University's Doctor of Philosophy (integrated) Regulations.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

Individual external examiners are appointed to examine doctoral theses

Candidates who successfully complete Stage of the taught programme (120 credits – HSS8005, SEL8154, SPE8022 plus 40 credits of options) but proceed no further are eligible for the award of a Postgraduate Diploma in Phonetics and Phonology.

Candidates who successfully complete Stage 1 of the taught programme as outlined above, plus SPE8024 and a 60 credit master's dissertation of 12,000 words in length, but do not proceed to the doctoral dissertation, are eligible for the award of an MA in Phonetics and Phonology.

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

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

The School Brochure

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

The Degree Programme Handbook

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	SEL8154, SPE 8022, SPE8024, Dissertation
A2	Dissertation , SML8006, SEL8338, SEL8163, SEL8211, SEL8205, SPE8025, SPE8026, SPE8028, SPE8029
A3	SEL8154, SPE 8022, SPE8025, Dissertation
A4	SEL8154, SPE 8022, SPE8024, Dissertation
B1	HSS8005, Dissertation
B2	SEL8154, SPE 8022, SPE8024, Dissertation
B3	HSS8005, Dissertation
B4	Dissertation
C1	SEL8154, SPE 8022, SPE8024, Dissertation
C2	HSS8005, Dissertation
C3	SEL8154, SPE 8022, Dissertation
C4	SPE 8022, SPE8024, Dissertation
C5	SPE8024, Dissertation
D1	All modules
D2	All modules
D3	SPE 8022, SPE8024
D4	All modules