

**PROGRAMME SPECIFICATION  
(Research Postgraduate)**



<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>	IPhD
<b>4</b>	<b>Programme Title</b>	Phonetics and Phonology
<b>5</b>	<b>Programme Code</b>	8184F
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Last updated</b>	May 2024

**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 7 award under 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.

**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**

<b>ILO</b>	<b>How are they taught?</b>	<b>How are students enable to learn?</b>
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
<p>The primary means of imparting knowledge and understanding (A1 to A4) is lectures. In the 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.</p>		
<b>Assessment Strategy</b>		
<b>ILO</b>	<b>If assessed</b>	<b>How assessed?</b>
A1	Yes	Module assignments, thesis, viva
A2	Yes	Module assignments, thesis, viva
A3	Yes	Module assignments, thesis, viva
A4	Yes	Module assignments, thesis, viva
<p>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 summer project in year 1, the thesis and viva voce examination of the thesis (A1 to A4).</p>		
<b>Intellectual Skills</b>		
<p>On completing the programme students should be able to:</p> <p>B1 synthesise information from a number of primary and secondary sources</p> <p>B2 analyse, critically evaluate and interpret the principal source materials of Phonetics and Phonology</p> <p>B3 produce a research proposal and plan and manage the research project</p> <p>B4 conduct and report a programme of original research</p>		
<b>Teaching and Learning Methods</b>		
<b>ILO</b>	<b>How are they taught?</b>	<b>How are students enable to learn?</b>
B1	Seminars, research training	Independent learning, research project
B2	Supervision, seminars, practicals	Independent learning, research project
B3	Supervision, research training	Self-evaluation, research project
B4	Supervision, research training	Self-evaluation, research project
<p>Intellectual and research skills are developed through research training (B1, B3 and B4), supervision (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.</p>		
<b>Assessment Strategy</b>		
<b>ILO</b>	<b>If assessed</b>	<b>How assessed?</b>
B1	Yes	Module assignments, thesis, viva
B2	Yes	Module assignments, thesis, viva
B3	Yes	Progress panels, thesis, viva
B4	Yes	Progress panels, thesis, viva
<p>Intellectual skills are primarily assessed by module assignments (B1 and B2) and progress panels (B3 and B4) as well as the summer project in year 1, the thesis and viva voce examination of the thesis (B1 to B4).</p>		

<b>Practical Skills</b>		
<p>On completing the programme students should be able to:</p> <p>C1 understand and employ terminology relevant to Phonetics and Phonology to explain and convey technical subject information</p> <p>C2 carry out an extensive literature survey using reference and special collection materials in paper and electronic form</p> <p>C3 carry out phonetic and phonological analysis of the wide range of linguistic data</p> <p>C4 collect recordings of audio and/or visual data in laboratory and fieldwork settings</p> <p>C5 design and carry out experiments in production, acoustics and perception of speech</p>		
<b>Teaching and Learning Methods</b>		
<b>ILO</b>	<b>How are they taught?</b>	<b>How are students enable to learn?</b>
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	Supervision, 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>		
<b>Assessment Strategy</b>		
<b>ILO</b>	<b>If assessed</b>	<b>How assessed?</b>
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 summer project in year 1, the thesis and viva voce examination of the thesis (C1 to C5).</p>		
<b>Transferable/Key Skills</b>		
<p>On completing the programme students should be able to:</p> <p>D1 speak, write and read English at high levels of proficiency</p> <p>D2 communicate effectively to others when working in a group</p> <p>D3 develop skills in the software taught and be able to transfer this knowledge to related IT software</p> <p>D4 manage time and prioritise tasks by working to strict deadlines</p>		
<b>Teaching and Learning Methods</b>		
<b>ILO</b>	<b>How are they taught?</b>	<b>How are students enable to learn?</b>
D1	English Language 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

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).

### 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	

Skills (D1 to D3) assessed by module assignments. English language skills (D1) is further assessed through annual progress panels, the summer project in year 1, thesis and viva voce examination of the thesis. 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.

**Modules:** There are taught modules, a summer project, and a substantial dissertation component distributed over years 2-4.

**Credits:** The modules add to a total value of 540 credits with 180 credits for taught elements and 360 credits for research elements

Thesis preparation support will be offered from the summer term in year 1 during which students work on a project which will serve as pilot work for their PhD thesis, which they then go on to write a proposal for in the autumn of year 2 and 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 four 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 phonological patterns of various languages.

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

[8184 Specification 24/25](#)

**13 Support for Student Learning**

Generic information regarding University provision is available [here](#).

*Support within the Phonetics and Phonology Group*

Students will become members of the Phonetics and Phonology Group at Newcastle, a cross-faculty research group with researchers from across the university who are research active in this area. Students will also join the ELCS-based LingLab, with state-of-the-art hardware and software for phonetics and laboratory phonology research.

**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.