

UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		2017			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Language & Linguistic Science					
Award(s) and programme title(s)			Level of qualification		
MA in Phonetics and Phonology			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
Diploma in Phonetics & Phonology Certificate in Linguistics					
Admissions criteria					
Good upper second class honours Bachelors degree or equivalent For non-native speakers an IELTS score of 7.0 with scores of 7 in both writing and speaking, or accepted equivalent qualification;					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status	Start dates/months	Mode		
			Face-to-face, campus-based	Distance learning	Other
MA	1 year full time 2 years part time	Sept	X		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/a					
Educational aims of the programme(s)					
For the Masters, Diploma and Certificate:					
<ul style="list-style-type: none"> • Provide a deep and broad exposure to central areas of Phonetics and Phonological Theory • To give students experience of using the methods, formalisms, tools and modes of thinking that characterise the study of modern phonetics and phonology 					
Additionally for the Diploma (if applicable):					
<ul style="list-style-type: none"> • To strengthen knowledge of phonetics and phonology • To develop students' ability to work independently • To allow students to develop their own areas of interest and expertise in phonetics and phonology • To develop the research skills required to conduct independent study 					
Additionally for the Masters:					
<ul style="list-style-type: none"> • To apply the research skills required to conduct independent study • To provide foundations for continuation to PhD study 					

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
A: Knowledge and understanding	
<p>Knowledge and understanding of: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. The terminology and forms of notation used in linguistic theory including those used in phonetics and phonology. 2. Current issues in phonetics and phonology and (where appropriate) other areas of linguistics. 3. Key questions that drive current research in phonetics and phonological theory. 4. Methods and concepts of phonetic and phonological analysis. <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 5. Depth of understanding or knowledge in phonetics and phonology 6. Awareness of current issues in phonetics and phonology. 7. Understanding of more advanced techniques, formalisms and methods as appropriate to phonetics and phonology. 8. Simple skills of independent research, including bibliographical skills, presentation skills and issues of ethics. 9. Awareness of ethical issues and ability to work with them in the conduct of linguistic enquiry <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 10. How to work with current theoretical and research-based knowledge in phonetics and/or phonology 11. How to apply techniques formalisms, and methods as appropriate to phonetics and phonology. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Learning/teaching methods and strategies (relating to numbered outcomes): • The core autumn term modules focus on reinforcing introducing the main concepts, terminology and notation of phonetics and phonology as previously acquired and introducing concepts required for advanced study of these areas (1, 2, 3, 4, 7, 10, 11). These modules are delivered through lectures and seminars, for which regular work and reading are required.(5, 6,7). • The spring term modules provide students with breadth of experience in Phonetics and/or Phonology (5). Lectures deliver key content. Practicals and seminars, which follow lectures, typically include discussion of readings and applications to specific data sets as well as hands-on work with data using the theories and tools of the discipline give students a greater understanding and appreciation and other research methods (6, 7, 8). • Ethical issues (9) are covered generically within a research training seminar, and specifically within option modules where data collection is required. The Department has procedures in place for ensuring that data collected for independent work conforms to University and nationally appropriate ethical guidelines. • Throughout autumn and spring terms students attend and Department colloquia, exposing them to a range of linguistic theories and ideas from inside and outside the Department (1, 2, 3, 4, 5, 6). • In the summer term students start to prepare for dissertation-level work. This may involve a literature survey, the design of an experiment, or the initial collection of data (8,9). This preliminary work feeds into the dissertation, for those students who progress to Masters and forms the basis of the Diploma essay, for those who do not.

	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • In all modules, there is an expectation that students will engage with linguistic analysis from the start and this is tested via exercises and essays involving synthesis and critique in the autumn term (4). Some formative work is done in small groups, with student-led presentations and discussions. • These core modules are designed for students with prior experience; these and all option modules involve assessment which tests more advanced techniques and involves increasingly extended pieces of writing (5,6,7,8). • The dissertation assesses students' knowledge and understanding of outcomes 1-11
--	---

B: (i) Skills – discipline related	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Use the terminology and forms of notation employed in linguistic theory. 2. Use the conventions of academic writing in the social sciences with integrity. 3. Evaluate linguistic hypotheses. 4. Explain linguistic hypotheses with clarity 5. Exercise independent thought. 6. Mount systematic arguments for and against linguistic hypotheses or analyses using tools and conventions of the discipline. <p><i>Additionally for the Diploma:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Students enter with some ability in 2-6. They choose one option in the autumn term which may be in another area of linguistics which introduces the skills required for outcomes 1-5 in that area, which may include: abstract representations of linguistic structure, logical form. The assessment tests use of relevant key tools in current linguistics • Throughout the autumn and spring terms, students attend Research Training Seminars. Seminars and workshops associated with that module cover generic skills in Linguistics (2,3) and the social sciences more generally (2, 3, 4, 9) . • Core modules assume 1 and 2 and focus on developing outcomes 3-7.

<p>7. Pose a cogent research question in the domain of phonetics or phonology</p> <p>8. Design a project that involves the collection, manipulation, or analysis of phonetic / phonological data or a critical discussion of theoretical principles.</p> <p>9. Accurately synthesise the arguments of others.</p> <p><i>Additionally for the Masters:</i></p> <p>10. Apply advanced techniques of phonetic / phonological to data.</p> <p>11. Carry out a substantial piece of independent research involving critical discussion of theoretical literature and principles as well as the collection, manipulation and analysis of phonetic / phonological data.</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • All assessments evaluate outcomes 1 and 2, the latter being additionally and specifically addressed by the academic integrity tutorial which is one of the requirements of the Research Training Seminar (RTS). • The dissertation proposal tests 7. • For Diploma students, the Diploma essay tests 7 and 8 and where appropriate, 9. • For Masters students, the dissertation tests outcomes, 7, 8, 10 and 11 and where appropriate, 9.
--	--

B: (ii) Skills - transferable	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Use a full range of learning resources, including the Library, electronic journals and other electronic resources. 2. Present written texts conforming to specified norms. 3. Work in groups, presenting conclusions and reflecting differences of opinion. <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 4. Engage confidently in academic communication. <p><i>Additionally for the Masters:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • All modules make use of the VLE (1). Information literacy skills are delivered through the Research Training Seminar with help from Library staff (1). • Group working in practicals is an integral part of many modules, and forms an important part of seminar work in all others (3), but is not summatively assessed. • Students get one-to-one supervision for their dissertation/Diploma essay. This encourages autonomous learning, but provides appropriate guidance on both the development of work and individuals' learning needs (5, 6).

<p>5. Work autonomously, identifying own needs for development.</p> <p>6. Undertake research tasks with minimum guidance.</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • All work submitted for assessment is required to be word-processed and to conform to norms of presentation as appropriate for linguistics (2). All students will present some technical material which requires some level of skill with word-processing, such as statistics, figures, graphs, and phonetic (or other) transcription. • Students present work orally in seminars and via a poster at a one-day conference which is attended by the whole department (4). This provides students with an opportunity to engage with peers and academics. • RTS: formative assessment will include seminar/presentation of research ideas • Autumn term modules: portfolios of exercises (1, 4) • Spring term modules: longer essays (1, 2) • Diploma essay (4) • MA dissertation (5, 6).
<p>C: Experience and other attributes</p>	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Work as part of a small group or team. 2. Students become aware of the values of others, the differences between their own and other cultures. <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 3. Prepare a plan for the successful completion of a longer project <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 4. Students develop in self-awareness and independence 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Much work takes place in the context of small groups (1). • All students taking an MA/MSc or Diploma are given training in planning longer pieces of work (2) such as extended essays or a dissertation. • The intake for Masters programmes is a mixture of national and international students, which facilitates cross-cultural learning. • The MA dissertation requires students to act independently, make their own decisions (with guidance when needed), and encourages the taking of risks in the ways that students think and develop their projects. • Staff occasionally suggest projects to students which are connected with particular research projects. This fosters students' professionalism.
	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Satisfactory dissertation proposal.
<p>Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)</p>	
<p>n/a</p>	

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

- Detailed information on assessment and feedback (including grade descriptors, marking procedures, word counts etc) is available in the written statement of assessment which can be found in the departmental postgraduate student handbook. Module descriptions can be found on the Department's website: <http://www.york.ac.uk/language/>

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term 40 credits from: (10 credits each)	Spring term 40 credits in phonetics/phonology: (20 credits each)	Summer term	Summer vacation
Core Advanced Phonetics Advanced Phonology Quantitative Methods And one of LVC Syntax Semantics Psycholinguistics Language Acquisition	Options vary from year to year. Typical offerings include: Articulatory & Impressionistic Phonetics Phonological Variation & Change The Phonetics of Talk in Interaction Multimodality: Language and the Body Prosody of English	Dissertation	
Research Training Seminar (20 credits)			

Postgraduate Diploma in Phonetics & Phonology (if applicable)

Autumn term	Spring term	Summer term
40 credits from modules as for Masters in Phonetics & Phonology	40 credits from modules as for Masters in Phonetics & Phonology	Diploma essay (20cr)
Research Training Seminar (20 credits)		

Postgraduate Certificate in Linguistics(60 credits)

Autumn term	Spring term
Any combination of 60 credits from any of our Masters programmes, except for Research Training Seminar and Diploma Essay	

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Masters				
Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Tuesday Week 1 at latest: submission of AuT work Tuesday Week 5: marking completed Easter vacation: Resubmission may be possible	Tues week 1 latest submission of SpT work End week 5: marking completed Week 6: progression board End Week 6: Resubmission may	Mid sept submission of ISM	Mid November

		be possible		
Diploma and Certificate				
Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Tuesday Week 1 at latest: Submission of AuT work Tuesday Week 5: Marking completed Easter Vacation: Resubmission may be possible	Tues week 1 at latest: Submission of SpT work End week 5 marking completed End Week 6: resubmission may be possible Week 6 Progression board Final decision on students on Diploma route Week 10: Submission of Diploma Essay	Thursday Week 3 Marking of Diploma Essay completed On or before Sept 12 Resubmission of failed essays	Mid November

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Advanced Phonetics	LAN00069M	7M	10			Open Exam, Spr wk 1	No
Advanced Phonology	LAN00070M	7M	10			Essay Spring wk 1	No
Quantitative Methods	LAN00033M	7M	10			Exam spr wk 1	No
Research Training Seminar	LAN00034M	7M	20			Exam Wk1 SpT Review Wk10 SpT	No
Dissertation in Linguistics	LAN00013M	7M	80			12-15,000 word dissertation, Summer vacation	Yes
OR							
Diploma Essay (where appropriate)	LAN00004M	7M	20			Essay SuT	No

Option modules (not all option modules are offered every year)

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Language Variation & Change	LAN00019M	7M	10			Essay, Spr wk 1	No
Syntax	LAN00025M	7M	10			Essay, Spr wk 1	No
Semantics	LAN00023M	7M	10			Essay, Spr wk 1	No
Psycholinguistics	LAN00031M	7M	10			Essay, Spr wk 1	No
Language Acquisition	LAN00018M	7M	10			Essay, Spr wk 1	No
Articulatory & Impressionistic Phonetics	LAN00002M	7M	20	Advanced Phonetics		Essay, Easter vac, Oral, Aural, Su wk 1	No
Phonological Variation & Change	LAN00044M	7M	20			Exercises SpT wk 4, wk 10, Essay, Su wk 1	No
The Phonetics of Talk in Interaction	LAN00028M	7M	20	Advanced Phonetics		Essay, Su wk 1	No
Multimodality: Language and the Body	Pending	7M	20	Phonetics &		Essay, Su wk 1	No

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules (ISMs)** are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

				Phonology			
--	--	--	--	-----------	--	--	--

Transfers out of or into the programme	
Depending on prior background and / or satisfaction of core requirements, MA in Linguistics	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.	
Quality assurance and enhancement processes include:	
<ul style="list-style-type: none"> • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes • The acquisition of feedback from students by departments. 	
More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/	
Date on which this programme information was updated:	August 2017
Departmental web page:	http://www.york.ac.uk/language/
Please note	
The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.	
Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.	
The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.	