

# UNIVERSITY OF YORK

## POSTGRADUATE PROGRAMME REGULATIONS

<b>This document applies to students who commence the programme(s) in:</b>	2017				
<b>Awarding institution</b>	<b>Teaching institution</b>				
University of York	University of York				
<b>Department(s)</b>					
Language & Linguistic Science					
<b>Award(s) and programme title(s)</b>	<b>Level of qualification</b>				
MA in Psycholinguistics	Level 7 (Masters)				
<b>Award(s) available only as interim awards</b>					
<i>Postgraduate Diploma in Psycholinguistics</i>					
<i>Postgraduate Certificate in Linguistics</i>					
<b>Admissions criteria</b>					
A Bachelors degree or equivalent qualification, normally at the level of a good upper second class honours award.					
For non-native speakers an IELTS score of 7.0 with scores of 7 in both writing and speaking or approved equivalent qualification.					
Eligibility for the Prior Experience strand requires at least 20 ECT credits in one or more of the 'core' areas, normally to include 20 credits in either syntax/phonetics & phonology/acquisition and psycholinguistics					
<b>Length and status of the programme(s) and mode(s) of study</b>					
Programme	Length (years) and status	Start dates/months	Mode		
			<b>Face-to-face, campus-based</b>	<b>Distance learning</b>	<b>Other</b>
MA	1 year full time 2 years part time	Sept	X		
<b>Language of study</b>	English				
<b>Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)</b>					
N/a					
<b>Educational aims of the programme(s)</b>					
To provide or further develop a foundation in central areas of modern linguistics, with a focus on Psycholinguistics.					
To introduce the methods, tools and modes of thinking that characterise linguistic inquiry, particularly psycholinguistic research.					
To impart knowledge of one or more specific areas of psycholinguistics (first language acquisition, second language acquisition, sentence production and processing) and develop students' ability to work independently.					
To allow students to develop their own areas of interest and expertise in psycholinguistics					
To develop the research skills required to conduct independent study and thus to provide foundations for continuation to PhD study.					

<b>Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</b>	
<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>
<b>A: Knowledge and understanding</b>	
<p>Knowledge and understanding of:</p> <p><b>For the Masters, Diploma and Certificate:</b></p> <ol style="list-style-type: none"> <li>1. The terminology and forms of notation used in linguistic and psycholinguistic theory.</li> <li>2. Current issues in linguistics and psycholinguistics.</li> <li>3. Key questions that drive current research in psycholinguistics and (as appropriate) linguistic theory.</li> <li>4. Methods and concepts of linguistic and psycholinguistic analysis, including statistical methods.</li> </ol> <p><b>Additionally for the Diploma:</b></p> <ol style="list-style-type: none"> <li>5. The relationship between psycholinguistic enquiry and its linguistic context.</li> <li>6. Current issues in psycholinguistics and how to evaluate research addressing these issues.</li> <li>7. Techniques, formalisms and research methods as appropriate to psycholinguistics and linguistics.</li> <li>8. Simple skills of independent research, including bibliographical skills, and presentation skills, and issues of ethics.</li> </ol> <p><b>Additionally for the Masters:</b></p> <ol style="list-style-type: none"> <li>9. How to work with current theoretical and research-based knowledge in psycholinguistics.</li> <li>10. How to apply techniques and methodologies as appropriate</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• The autumn term modules from Route A focus on introducing the main concepts, terminology and notation of modern (psycho)linguistics (1, 2, 3). Those from Route B allow students with prior experience of one or more of the core subjects in Route A to deepen their prior knowledge. On both routes, students will begin formal training in statistical analysis. These modules are delivered through lectures and seminars/practicals, for which regular work and reading are required. In all modules, there is an expectation that students will engage with linguistic analysis from the start, using the key tools of current linguistics, which include: phonetic transcription, statistical analysis, experimental methods, abstract representations of linguistic structure (3, 4). Some of this work is done in small groups, with student-led presentations and discussions.</li> <li>• The spring term modules provide students with more experience in psycholinguistics (5–6). Lectures (where appropriate) deliver key content. Seminars and practicals, which link to lectures, typically include discussion of primary research papers and applications to specific data sets as well as hands-on work with data using the theories and tools of the discipline. These give students a greater understanding and appreciation and other research methods, including experimental methods (6, 7, 8).</li> <li>• Through the Key Ideas in Linguistics module across spring and summer terms, students broaden and contextualise their knowledge of linguistics by looking at seminal papers and learning how to synthesise ideas. The second half of this module involves honing the research proposal and developing pilot material for the dissertation (5, 6, 7, 8).</li> <li>• 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).</li> <li>• Through the autumn to summer terms, students attend the Department's linguistics colloquium talks, which expose the students to a range of linguistic theories and ideas from inside and outside the Department (1, 2, 3, 4, 5, 6).</li> <li>• Ethical issues are covered generically within a research training seminar (8), and specifically within the modules where data collection is required or in preparation for the student's own data collection for the Dissertation (11). The Department has procedures in place for ensuring that data collected for independent work conforms to University and nationally</li> </ul>

<p>to psycholinguistic research.</p> <p>11. Ethical issues and how to work with them in the conduct of psycholinguistic research.</p>	<p>appropriate ethical guidelines.</p> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• Autumn term: Portfolio of exercises or short answers (1-4); examination (4).</li> <li>• Spring term: Essay of approx. 5,000 words, or an equivalent mixture of other assessments such as oral/aural exam (for phonetics) + essay; or research proposal + mini-project (1-7)</li> <li>• Key Ideas in Linguistics (1-8)</li> <li>• Dissertation (1-11)</li> </ul>
<b>B: (i) Skills – discipline related</b>	
<p>Able to:</p> <p><b>For the Masters, Diploma and Certificate:</b></p> <ol style="list-style-type: none"> <li>1. Use the terminology and forms of notation employed in psycholinguistics and linguistic theory.</li> <li>2. Reason critically.</li> <li>3. Pose a cogent research question.</li> <li>4. Exercise independent thought.</li> <li>5. Present a linguistic hypothesis and mount systematic arguments for and against it using conventions of the discipline.</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>See above, Section A, for a description of the course. In addition:</p> <ul style="list-style-type: none"> <li>• The application of relevant terminology and notation is required in all work assessed for (psycho)linguistics modules (not for research training). The autumn term modules in Psycholinguistics and Language Acquisition provide training in terminology and notation for psycholinguistics (1).</li> <li>• Modules in linguistics provide training in linguistic reasoning through seminar discussions and individual or group presentations, and modules typically present competing theories and analyses (1-5).</li> <li>• Teaching is organised around lectures, seminars and practicals, with seminars/practicals generally providing a focus for group work, discussion, practical work and exercises (1-5).</li> <li>• The Research Training Seminar provides training in research skills (6).</li> <li>• The dissertation is a project carried out mainly over the latter half of summer term and the summer vacation, enabling students to work on their own data and analysis (7).</li> </ul>
<p><b>Additionally for the Diploma:</b></p> <ol style="list-style-type: none"> <li>6. Carry out an in-depth literature review on a topic of theoretical interest within psycholinguistics broadly construed or undertake a project involving original data collection, manipulation or analysis on such a topic.</li> </ol> <p><b>Additionally for the Masters:</b></p> <ol style="list-style-type: none"> <li>7. Ability to apply standard techniques of psycholinguistic analysis to data.</li> <li>8. Design and carry out an in-depth empirical project, supported by an appropriate literature review of a topic of theoretical interest within psycholinguistics (broadly construed).</li> </ol>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• Portfolios of exercises (1, 2, 5)</li> <li>• Longer essays. (1-5)</li> <li>• Dissertation project proposal (3, 6, 7)</li> <li>• MA dissertation (6, 7, 8)</li> </ul>
<b>B: (ii) Skills – transferable</b>	
<p>Able to:</p> <p><b>For the Masters, Diploma and Certificate:</b></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p>

<ol style="list-style-type: none"> <li>1. Use a full range of learning resources, including the Library, electronic journals and other electronic resources.</li> <li>2. Present written texts conforming to specified norms.</li> <li>3. Work in groups, presenting conclusions and reflecting differences of opinion.</li> </ol> <p><b><i>Additionally for the Diploma:</i></b></p> <ol style="list-style-type: none"> <li>4. Engage confidently in academic communication.</li> </ol> <p><b><i>Additionally for the Masters:</i></b></p> <ol style="list-style-type: none"> <li>5. Work autonomously, identifying own needs for development.</li> <li>6. Undertake research tasks with minimum guidance</li> </ol>	<ul style="list-style-type: none"> <li>• Nearly all modules in L&amp;LS make use of the VLE (1). Information literacy skills are delivered through the research training seminar with help from Library staff (1). Group working is an integral part of most modules, and forms an important part of seminar work (3), but is not summatively assessed.</li> <li>• All work submitted for assessment is required to be word-processed and to conform to norms of presentation as appropriate for (psycho)linguistics (2). All students will present some technical material which requires some level of skill with word-processing, such as statistics, figures, graphs, or phonetic transcription.</li> <li>• Students present work in seminars and also 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. 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).</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• RTS: formative assessment includes seminar/presentation of research ideas</li> <li>• Autumn term modules: portfolios of exercises (1, 4))</li> <li>• Spring term modules: longer essays (1, 2)</li> <li>• MA dissertation (4, 5, 6).</li> </ul>
<b>C: Experience and other attributes</b>	
<p>Able to:</p> <p><b><i>For the Masters, Diploma and Certificate:</i></b></p> <ol style="list-style-type: none"> <li>1. Work as part of a small group or team.</li> <li>2. Students become aware of the values of others, the differences between their own and other cultures.</li> </ol> <p><b><i>Additionally for the Diploma:</i></b></p> <ol style="list-style-type: none"> <li>3. Prepare a plan for the successful completion of a longer project</li> </ol> <p><b><i>Additionally for the Masters:</i></b></p> <ol style="list-style-type: none"> <li>4. Students develop in self-awareness and independence</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Much work takes place in the context of small groups (1).</li> <li>• All students taking the MA or Diploma are given training in planning longer pieces of work (2) such as extended essays or a dissertation.</li> <li>• The intake for MA programmes is a mixture of national and international students, which facilitates cross-cultural learning.</li> <li>• 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.</li> <li>• Staff occasionally suggest projects to students which are connected with particular research projects. This fosters students' professionalism.</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• Satisfactory dissertation proposal with pilot experimental materials where appropriate (part of assessment for Key Ideas in Linguistics)- outcome 3.</li> </ul>
<p><b>Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points</b> (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)</p>	
n/a	
<p><b>University award regulations</b></p> <p>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</p>	

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 (180 credits; Full-time)**

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>	<b>Summer vacation</b>
<b>40 credits</b> from either route:	<b>One or two from list A No more than one from list B (40 credits)</b>		
<i>Route A: For students without prior experience</i> <ul style="list-style-type: none"> <li>• Psycholinguistics (10)</li> <li>• Language Acquisition (10)</li> <li>• Quantitative Methods (10)</li> </ul> <i>Either</i> <ul style="list-style-type: none"> <li>• Syntax (10)</li> </ul> <i>Or</i> <ul style="list-style-type: none"> <li>• Phonetics &amp; Phonology (10)</li> </ul>	List A <ul style="list-style-type: none"> <li>• Second Language Syntax</li> <li>• Advanced Topics in Psycholinguistics</li> <li>• Topics in Phonological Development</li> <li>• Bilingualism</li> </ul> List B <ul style="list-style-type: none"> <li>• Syntactic Theory</li> <li>• Articulatory &amp; Impressionistic Phonetics</li> <li>• Prosody of English</li> <li>• Learning Mechanisms</li> </ul>	<b>Dissertation in Psycholinguistics (60 credits)</b>	
<i>Route B: For students with prior experience in one or more of the Route A subjects</i> <ul style="list-style-type: none"> <li>• Quantitative Methods (10)</li> </ul> and 30 additional credits from among the Route A modules and the following modules: <ul style="list-style-type: none"> <li>• Comparative Syntax &amp; Syntactic Typology (20)</li> <li>• Advanced Phonetics (10)</li> <li>• Advanced Phonology (10)</li> <li>• The Emergence of Structure from Use (10)</li> <li>• Directed Reading in Phonological Development (20)</li> </ul>			
<b>Key Ideas in Linguistics (20 credits)</b>			
<b>Research training (20 credits)</b>			

**Masters (180 credits; Part-time)**

**Year 1 (80 credits)**

Autumn term	Spring term	Summer term	Summer vacation
<p><b>ROUTE A STUDENTS</b></p> <p><i>Two modules (10 credits each):</i></p> <p><i>Either</i></p> <ul style="list-style-type: none"> <li>• Syntax (10)</li> </ul> <p><i>Or</i></p> <ul style="list-style-type: none"> <li>• Phonetics &amp; Phonology (10)</li> </ul> <p><i>And</i></p> <ul style="list-style-type: none"> <li>• Language Acquisition (10)</li> </ul> <p><b>ROUTE B STUDENTS</b></p> <p><i>20 credits from:</i></p> <ul style="list-style-type: none"> <li>• Comparative Syntax &amp; Syntactic Typology (20)</li> <li>• Advanced Phonetics (10)</li> <li>• Advanced Phonology (10)</li> <li>• Any Route A module</li> </ul>	<p><b>ALL STUDENTS</b></p> <p><i>One module (20 credits) from the following. Note that across the two years, you may take two modules from List A, or one each from List A and List B</i></p> <p>List A</p> <ul style="list-style-type: none"> <li>• Second Language Syntax</li> <li>• Advanced Topics in Psycholinguistics</li> <li>• Topics in Phonological Development</li> <li>• Bilingualism</li> </ul> <p>List B</p> <ul style="list-style-type: none"> <li>• Syntactic Theory</li> <li>• Articulatory &amp; Impressionistic Phonetics</li> <li>• Prosody of English</li> <li>• Learning Mechanisms</li> </ul>		
<p><b>AND</b></p> <p>Key Ideas in Linguistics (20 credits)</p>			
<p><b>AND</b></p> <p>Research Training Seminar (20 credits)</p>			

**Year 2 (100 credits)**

Autumn term	Spring term	Summer term	Summer vacation
<p><b>ROUTE A STUDENTS</b></p> <p><i>Two modules (10 credits each):</i></p> <ul style="list-style-type: none"> <li>• Quantitative Methods</li> <li>• Psycholinguistics</li> </ul>	<p><b>ALL STUDENTS</b></p> <p><i>One module (20 credits) from a list of options comparable to the Year 1 list. (The list may not be exactly the same as the</i></p>		

<b>ROUTE B STUDENTS</b>  Two modules (10 credits each): <ul style="list-style-type: none"><li>• Quantitative Methods</li><li>• A 10-credit module not taken from the Year 1 Autumn list</li></ul>	<i>Year 1 list, but it will include a similar range of options.)</i>  Choose from Spring term modules not taken in Year 1	
<b>AND</b>		Dissertation (60 credits)

#### **Postgraduate Diploma in Psycholinguistics (120 credits)**

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>40 credits</b> from modules as for Masters in Psycholinguistics	<b>40 credits</b> from modules as for Masters in Psycholinguistics	
<b>Research training</b> (20 credits)		
<b>Key ideas in Linguistics</b> (20 credits)		

#### **Postgraduate Certificate in Linguistics (60 credits)**

<b>Autumn term</b>	<b>Spring term</b>
Any combination of 60 credits from any of our Masters programmes, except for Research Training Seminar and Key Ideas in Linguistics	

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

<b>Masters</b>				
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>	<b>Summer vacation</b>	<b>Date of final award board</b>
<b>Thu W10</b> 1 <sup>st</sup> summative assessment due for Key Ideas in Linguistics	<b>Tue W1 at latest:</b> submission of AuT work <b>Tue W5:</b> Sp W1 assessment marking completed <b>Thu W6</b> 2nd summative assessment due for Key Ideas in Linguistics  <b>Easter vacation:</b> Reassessment may be possible	<b>Thu W1 latest</b> submission of SpT work  <b>W5 Final</b> summative assessment due for Key Ideas in Linguistics <b>End W6</b> marking completed <b>Before end W8</b> progression board <b>End W9:</b> Reassessment may be possible	<b>Mid Sept:</b> submission of ISM	<b>Mid November</b>
<b>Diploma and Certificate</b>				
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>	<b>Summer vacation</b>	<b>Date of final award board</b>
<b>Thu W10</b> 1 <sup>st</sup> summative assessment due for Key Ideas in Linguistics	<b>Tue W1 at latest:</b> submission of AuT work <b>Tue W5:</b> Sp W1 assessment marking completed <b>Thu W6</b> 2nd summative assessment due for Key Ideas in Linguistics  <b>Easter vacation:</b> Reassessment may be possible	<b>SEE ABOVE</b>	<b>On or before 14 Sept:</b>  Resubmission of failed essays	<b>Mid November</b>

## Overview of modules

### Core module table

Module title	Module code	Credit level <sup>1</sup>	Credit value <sup>2</sup>	Prerequisites	Assessment rules <sup>3</sup>	Timing (term and week) and format of main assessment <sup>4</sup>	Independent Study Module? <sup>5</sup>
<b>Both Routes</b>							
Quantitative Methods	LAN00033M	Level 7/M	10			Exam Wk1 SpT	NO
Research Training Seminar	LAN00034M		20			Exam Wk1 SpT Essay Wk10 SpT	NO
Key Ideas in Linguistics	LAN00073M		20			Abstracts: Au W10, Sp W6 Short essays: Su W1, Su W5	NO
Dissertation	LAN00013M		60		NC	SuVac (September 11)	YES
<b>Route A; Route B as required</b>							
Psycholinguistics	LAN00013M	Level 7/M	10			Portfolio of exercises week 1 SpT latest	NO
Introduction to language acquisition	LAN00018M		10			Portfolio of exercises week 1 SpT latest	NO
CHOICE OF:							
Syntax	LAN00025M		10			Portfolio of exercises. Week 1 SpT latest	NO
OR							
Phonetics & Phonology	LAN00029M		10			Portfolio of exercises Week 1 SpT latest	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?
Comparative Syntax & Syntactic Typology	LAN00067M		20			Essay week 1 SpT latest	
Advanced Phonetics	LAN00069M		10			Essay week 1 SpT latest	
Advanced Phonology	LAN00070M		10			Essay week 1 SpT latest	
Psycholinguistic Approaches to second language acquisition	LAN00072M		20 each	Psycholinguistics		Essay week 1 SuT latest	

<sup>1</sup> 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.

<sup>2</sup> 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).

<sup>3</sup> **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

<sup>4</sup> AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

<sup>5</sup> **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.

Second Language Syntax	LAN00035M	Level 7/M	20 each	Syntax		Essay week 1 SuT latest	NO
Bilingualism	LAN00003M		20 each	Language Acquisition		Essay week 1 SuT latest	
Language and the Brain	LAN00060M			Syntax, Phonetics & Phonology, Language Acquisition		Essay week 1 SuT latest	
Syntactic Theory	LAN00026M			Syntax		Task 1 week 7 SpT, Essay week 1 SuT latest	
Second Language Phonology	LAN00074M			Syntax, Phonetics & Phonology, Language Acquisition			
Articulatory & Impressionistic Phonetics	LAN00002M			Phonetics & Phonology		Essay week 1 SuT latest; oral & aural exam week 1 SuT	
Learning Mechanisms	LAN00020M			Language Acquisition		Essay Week 1 SuT latest	
Topics in Phonological Development	LAN00037M			Phonetics & Phonology Phonological Development		Essay week 1 SuT latest	
Advanced Topics in Psycholinguistics	pending			Psycholinguistics		Essay week 1 SuT latest	
Prosody of English	LAN00030M			Phonetics & Phonology		Essay week 1 SuT latest	
The Emergence of Structure from Use	LAN00015M		10			Essay week 1 SpT	
Directed Reading in Phonological Development	LAN00056M		20	Phonological Development		Essay week 1 SpT	

<b>Transfers out of or into the programme</b>	
Depending on prior background and or satisfaction of core requirements, MA in Linguistics	
<b>Exceptions to University Award Regulations approved by University Teaching Committee</b>	
<b>Exception</b>	<b>Date approved</b>
	January 2015
<b>Quality and Standards</b>	
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"> <li>• The academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>• The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>• Annual monitoring and periodic review of programmes</li> <li>• The acquisition of feedback from students by departments.</li> </ul>	
More information can be obtained from the Academic Support Office:	
Departmental Statements on Audit and Review Procedures are available at: <a href="http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm">http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</a>	
<b>Date on which this programme information was updated:</b>	August 2017
<b>Departmental web page:</b>	<a href="http://www.york.ac.uk/language/">http://www.york.ac.uk/language/</a>
<p><b>Please note</b></p> <p>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.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>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.</p>	