

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		
MSc in Forensic Speech Science			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
Postgraduate Diploma in Forensic Speech Science Postgraduate Certificate in Linguistics					
Admissions criteria					
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 accepted equivalent.					
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
MSc	1 year full-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)					
<p>Provide a comprehensive foundation in the aims, practices, and principles of speech analysis for forensic purposes.</p> <p>Provide a thorough grounding in the theoretical underpinnings of forensic speech analysis, especially in phonetics, acoustics, and sociolinguistics.</p> <p>Train students in practical techniques used in forensic speech and audio analysis.</p> <p>Provide students with an appreciation of theoretical and methodological problems in performing forensic speech and audio analysis.</p> <p>Enable students to apply their skills and knowledge to recorded materials from criminal cases.</p> <p>Introduce research questions and research methodologies in the broader domain of speaker identification.</p> <p>Allow students to develop their own areas of interest and expertise in forensic speech science, and enable them to perform original research in speaker identification and speech content analysis.</p> <p>Provide foundations for continuation to PhD study.</p> <p>To develop the research skills required to conduct independent study.</p>					
Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes					
<i>This programme provides</i>		<i>The following teaching, learning and assessment methods enable</i>			

<p><i>opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i></p>	<p><i>students to achieve and to demonstrate the programme learning outcomes:</i></p>
<p>A: Knowledge and understanding</p>	
<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 linguistics, phonetics and forensic speech science 2. Current issues in linguistics, phonetics and forensic speech science 3. Key questions that drive current research in a range of sub-disciplines 4. Methods and concepts of analysis <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 5. Depth of understanding or knowledge in forensic speech science 6. Awareness of current issues in phonetics and forensic speech science 7. Understanding of techniques and methodologies as appropriate to forensic speech science 8. Simple skills of independent research, including bibliographical skills, presentation skills and issues of ethics <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 9. Ability to work with current 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • The autumn term modules focus on introducing the main concepts, terminology and notation of modern linguistics, phonetics and forensic speech science (1, 2, 3). These modules are delivered through lectures and seminars, for which regular work and reading are required. In all modules, there is an expectation that students will engage with practical analysis from the start, using the key tools of current linguistics, phonetics and forensic speech science, 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. • The spring and summer term modules provide students with more experience in practical analysis (5). Lectures deliver key content. Seminars, which follow lectures, typically include hands-on work with data using the theories and tools of the discipline, and seminars and discussions give students a greater understanding and appreciation and other research methods (6, 7, 8). • 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). • Through the autumn to summer terms, students attend guest lectures and department seminars, exposing them to a range of linguistic theories and ideas from inside and outside the Department (2, 3, 4, 6). • Ethical issues are covered generically within a research training seminar, and specifically within the modules where data collection is required (11). The Department has procedures in place for ensuring that data collected for independent work conforms to University and nationally appropriate ethical guidelines.

<p>theoretical and research based knowledge in forensic speech science</p> <p>10. Ability to apply techniques and methodologies as appropriate to forensic speech science</p> <p>11. Awareness of ethical issues and ability to work with them in the conduct of academic enquiry</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> Autumn term: Portfolio of exercises or short answers in exam. (1-4) 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 (language variation and change) (1-7) Diploma Essay where appropriate (1-8) Dissertation (1-11)
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B: (i) Skills – discipline related	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> Use the terminology and forms of notation employed in linguistics, phonetics and forensic speech science Reason critically Pose a cogent research question Exercise independent thought Present a hypothesis and mount systematic arguments for and against it using conventions of the discipline <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> Design a project that involves the collection/manipulation and analysis of linguistic, phonetic or acoustic data Carry out an in-depth literature review on a topic of theoretical interest within linguistics or design an experimental project on such a topic involving original data collection and manipulation / analysis of the data that would be collected. <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> Apply a standard technique of linguistic, phonetic or acoustic analysis to data 	<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"> The application of relevant terminology and notation is required in all work assessed for linguistics modules (not for research training). The autumn term module Phonetics & Phonology provides training specifically in phonetic and phonological terminology and notation for those new to the discipline (1) 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). Teaching is organised around lectures and seminars/labs, with seminars/labs generally providing a focus for group work, discussion, practical work and exercises. (1-5) The Research Training Seminar provides training in research skills (6) The dissertation is a project carried out over the summer vacation, enabling students to work on their own data and analysis (7).
	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> Portfolios of exercises (1, 2, 5) Longer essays, including the Diploma essay where appropriate (1-5) Dissertation proposal (3, 6, 7) MSc dissertation (6, 7)

B: (ii) Skills - transferable

Able to:

For the Masters, Diploma and Certificate:

1. Able to use a full range of learning resources, including the Library, electronic journals and other electronic resources
2. Able to present written texts conforming to specified norms
3. Work in groups, presenting conclusions and reflecting differences of opinion.

Additionally for the Diploma:

4. Engage confidently in academic communication

Additionally for the Masters:

5. Work autonomously, identifying own needs for development
6. Undertake research tasks with minimum guidance

Learning/teaching methods and strategies (relating to numbered outcomes):

- Nearly all modules in L&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.
- 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, or phonetic transcription.
- 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).

Types/methods of assessment (relating to numbered outcomes)

- Formative assessment for RTS includes seminar/presentation of research ideas
- Autumn term modules: portfolios of exercises (1, 4)
- Spring term modules: longer essays (1, 2)
- Diploma essay
- MSc dissertation (5, 6).

C: Experience and other attributes

Able to:

For the Masters, Diploma and Certificate:

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.

Additionally for the Diploma:

3. Prepare a plan for the successful completion of a longer project

Additionally for the Masters:

4. Students develop in self-awareness and independence

Learning/teaching methods and strategies (relating to numbered outcomes):

- Much work takes place in the context of small groups (1).
- All students taking the MSc or Diploma are given training in planning longer pieces of work (2) such as extended essays or a dissertation.
- The intake for the MSc programme is a mixture of national and international students, which facilitates cross-cultural learning.
- The MSc 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.

Types/methods of assessment (relating to numbered outcomes)

- Satisfactory dissertation proposal - outcome 3.

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)

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 in Forensic Speech Science

Autumn term	Spring term	Summer term	Summer vacation
40 credits from:	40 credits from:	20 credits:	60 credits
Introduction to Forensic Speech Science (10 cr) Quantitative Methods (10 cr) Phonetics and Phonology (10 cr)* Language Variation & Change (10 cr)* *Where a student has significant prior background in one of these core areas, they may be able to replace modules with Advanced Phonetics (10) Advanced Phonology (10)	Options vary from year to year, but may include. (all 20 credits): Articulatory and Impressionistic Phonetics; Phonological Variation and Change; The Phonetics of Talk in Interaction Second Language Phonology Prosody of English	Research in Forensic Speech Science	Dissertation
Research training (20 credits)			

Postgraduate Diploma in Forensic Speech Science (if applicable)

Autumn term	Spring term	Summer term
40 credits from:	40 credits from:	20 credits
Introduction to Forensic Speech Science (10) Phonetics and Phonology (10) Language Variation & Change* (10) Quantitative Methods* (10 cr) *Where a student has significant prior background in one of these core areas, they may be able to replace modules with Advanced Phonetics (10) Advanced Phonology (10)	Options vary from year to year, but may include. (all 20 credits): Articulatory and Impressionistic Phonetics Phonological Variation and Change The Phonetics of Talk in Interaction Second Language Phonology	Research in Forensic Speech Science (20 cr)
Research training (20 cr)		

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

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	<p>Tues Week 1 at latest: submission of AuT work Tuesday Week 5: marking completed Easter Vacation: resubmission may be possible</p>	<p>Tues Week 1 Latest: submission of SpT work End Week 5: marking completed End Week 6: resubmission may be possible Week 10: submission of dossier for Research in Forensic Speech Science</p>	<p>SuVac week 3-4 Progression Board Mid Sept submission of ISM</p>	<p>Mid November</p>

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	
Introduction to Forensic Speech Science (FSS)	LAN00017M	Level 7/M	10			Weeks 6, 10 AuT plus Timed exam week 1 SpT	NO	
Phonetics & Phonology*	LAN00029M		10			Portfolio of exercises / essay week 1 SpT	NO	
Language Variation and Change*	LAN00019M		10			Portfolio of exercises / Essay week 1 SpT	NO	
Quantitative Methods	LAN00033M		10			End of module test week 1 SpT	NO	
Research In Forensic Speech Science	LAN00032M		20		Intro to FSS	Dossier of exercises throughout SuT	NO	
Research training seminar	LAN00034M		20			Exam Wk1 SpT Review Wk10 SpT	NO	
Dissertation	LAN00047M		60			NC SuVac (Mid september)	YES	
*Where students have relevant prior study in these modules, may be able to replace with either:								
Advanced Phonetics	LAN00069M		10				Open Exam SpT week 1	NO
Advanced Phonology	LAN00070M		10				Essay, week 1 SpT	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.

Option Modules

Module title	Module code	Credit level ⁶	Credit value ⁷	Prerequisites	Assessment rules ⁸	Timing (term and week) and format of main assessment ⁹	Independent Study Module? ¹⁰
Articulatory & Impressionistic Phonetics	LAN00002M		20	Core module in Phonetics & Phonology		Essay Wk 3 Easter Vac, Oral & Aural exam Wk 1 SuT	NO
Phonological Variation & Change	LAN00044M		20			Exercises week 4, week 10 SpT, essay week 1 SuT	No
Phonetics of Talk in Interaction	LAN00028M		20			Essay week 1 SuT	No
Second Language Phonology	LAN00074M		20			Essay, week 1 SuT	No
Prosody of English	LAN00030M		20	Phonetics & Phonology		Essay week 1 SuT	No

⁶ 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.

⁷ 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)

⁸ **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

⁹ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

¹⁰ **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.

Transfers out of or into the programme	
Transfers out of the MSc may be made to the MA in Linguistics ,MA in Phonetics & Phonology or MA in Sociolinguistics depending on ability to satisfy relevant core requirements	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Introduction to Forensic Speech Science and Research in Forensic Speech Science must be passed in the Masters programme. Although the Masters is not a recognised professional qualification in this country, authorities in some countries might construe it as such and students succeeding in the Masters in FSS need to have achieved a minimum score of 50% in these to be regarded as having achieved Masters level skills in FSS	
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/admin/aso/	
Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm	
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 student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning 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.