



PROGRAMME SPECIFICATION

Programme title:	M.A. Phonetics and Graduate Diploma in Phonetics
Final award (BSc, MA etc): (where stopping off points exist they should be detailed here and defined later in the document)	(i) MA (ii) Diploma
UCAS code: (where applicable)	
Intake cohort(s) to which this programme specification is applicable: (e.g. from 2001 intake onwards)	
Awarding institution/body:	University College London, University of London
Teaching institution:	University College London, University of London
Faculty:	Life Sciences
Parent Department: (the department responsible for the administration of the programme)	Phonetics and Linguistics
Web page address: (if applicable)	http://www.ucl.ac.uk/prospective-students/graduate-degrees/life-sciences/phonetics-and-linguistics/index.shtml
Method of study: Full-time/Part-time/Other	Full-time or part-time
Length of the programme: (please note any periods spent away from UCL, such as study abroad or placements in industry)	One calendar year full-time or two calendar years part-time
Level on Framework for Higher Education Qualifications (FHEQ) (see Guidance notes)	M
Relevant subject benchmark statement (SBS) (see Guidance notes)	http://www.qaa.ac.uk/crntwork/benchmark/phase2/linguistics.pdf

Brief outline of the structure of the programme / its assessment: (see guidance notes)	<p>The programme consists of four components: General phonetics and phonology, Experimental phonetics, Phonetics and phonology of English, and an option. The structure is designed to give students a basic understanding of articulatory, auditory and acoustic phonetics, as applied to languages in general and specifically to English. Building on this foundation, students will be able use the option component to tailor the programme to meet their personal phonetic interests either by focusing on one particular area, or by diversifying into other branches.</p> <p>There is a weekly tutorial during terms 1 and 2. [MA only:] During term 3 and the summer the tutorials are replaced by individual supervision sessions</p> <p>The course is assessed through three examinations (for General phonetics and phonology, Experimental phonetics, Phonetics and phonology of English), a portfolio of coursework for the optional component and [MA only:] a dissertation. The exams take place in the summer term (May). [MA only:] The dissertation is written over the summer and submitted by 15 September.</p>	
Board of Examiners:	<p>i) Name of Board of Examiners: MA in Phonetics</p> <p>ii) Name of External Examiner with overview of entire programme¹: Mr Martin Barry (U. of Manchester)</p>	
Professional body accreditation (if applicable):	n/a	Date of next scheduled accreditation visit:

EDUCATIONAL AIMS OF THE PROGRAMME:

The programme aims to develop the student's knowledge and understanding of current knowledge and research in phonetics, to deliver a thorough training in practical phonetics, and to prepare the student for independent research in this area. On completion of the programme, the student will be able to formulate appropriate research questions, to find and evaluate relevant literature by accessing the wide range of information sources available to academic scholarship, to develop and test new hypotheses, and to produce cogent, structured and professionally presented reports.

PROGRAMME OUTCOMES:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A: Knowledge and understanding

Knowledge and understanding of:

- 1 methods and concepts of phonetic description and phonological analysis
- 2 the key questions that drive current research in general phonetics, experimental phonetics and the phonetics of English and other languages
- 3 current issues in phonetics



Teaching/learning methods and strategies:

Foundational issues are covered in all the introductory courses (1, 2, 3). Emphasis is placed on the nature of research questions (2) and how to evaluate relevant literature.

[MA only] Students will be required to carry out a small-scale but serious research project, under individual supervision. This will enhance their knowledge and understanding of research methods (2).

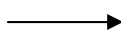
¹ If there is not currently an External with an overview of the entire programme, please leave this section blank.

	→	Assessment: Learning outcomes for 1-3 will be assessed through a combination of examinations, essays and [MA only:] a dissertation.
B: Skills and other attributes		
Intellectual (thinking) skills: The ability to 1 reason critically 2 identify a problem 3 pose a cogent research question 4 exercise independence of thought 5 present a hypothesis and mount systematic and logical arguments for and against it 6 [MA only:] plan and carry out an independent research project in the form of a master's dissertation	→	Teaching/learning methods and strategies: Intellectual skills are developed through the teaching and learning programme. Each course, whatever its format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation of relevant hypotheses and individual feedback for learners on work produced. Training in the phonetics laboratory and in practical phonetic performance are also delivered within a framework of critical interpretation.
	→	Assessment: The assessments employed (exams, practical tests, essays and dissertation) all place great emphasis on the students' ability to demonstrate the skills listed, either through the production of coherent responses to problems set in an examination or through the demonstration of the ability to sustain systematic and logical arguments for or against a hypothesis in an essay or [MA only:] the dissertation.

C: Skills and other attributes

Practical skills (able to):

- 1 listen critically to spoken or recorded utterance data, perform segmentation, identify the phonatory and articulatory mechanisms responsible, and manipulate symbolic representational systems appropriately, in particular the International Phonetic Alphabet.
- 2 make an accurate systematic phonetic transcription of English (and perhaps of another language or languages) from speech or from orthography, and an accurate impressionistic phonetic transcription of any human language from speech.
- 3 reproduce any of the sound-types represented on the Chart of the International Phonetic Association, alone or in combination.
- 4 produce specified tonal or intonational patterns at will.
- 5 produce cogent, structured and professionally presented reports
- 6 access the wide range of information sources available to academic scholarship, for example bibliographies, scientific and scholarly journals and on-line technology
- 7 present a consistent and well-organized description of the pronunciation of a language, set in the framework of general principles applying to all human languages
- 8 plan, undertake and analyse simple experiments in phonetics using instrumental methods.



Teaching/learning methods and strategies:

Teaching consists of a combination of lectures, back-ups, tutorials, practical classes, laboratory classes and seminars.

Lectures vary in the degree to which they involve lecturer/student interaction, but they all allow for questions from students. A number of the lectures are also attended by undergraduates.

Back-up classes are small, highly interactive groups, providing opportunity for students to query and comment on the preceding lecture. Homework exercises or student presentations frequently provide the focus for discussion.

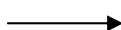
Tutorials are held weekly with the programme convenor or one of the lecturers to discuss matters arising from any part of the programme. Each student will also be required to make at least one oral presentation. Additionally, each student is assigned to a named member of staff for further tutoring on an ad hoc basis.

Practical classes are small, highly interactive groups providing opportunity for ear-training and sound production, based either on dictation by a member of staff or on demonstration by an informant for a specific language (approximately ten different languages, from several different families, are covered in the course of the year).

Laboratory classes are small, highly interactive groups providing opportunity for hands-on work on the physics of speech and enabling students to learn to use laboratory equipment.

Seminars: a research seminar is held in alternate weeks, where papers are presented by visiting speakers or members of the department. MA students are encouraged to attend and participate.

[MA only:] The dissertation and its associated research work will give students the opportunity to learn about managing a larger project and producing a well-structured and professionally presented piece of work.



Assessment:

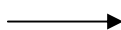
Skills 1-4 assessed by the practical tests that are conducted in conjunction with the examinations in May. The oral presentations will not be assessed. Rather the emphasis here will be on practising in a safe environment and giving formative feedback.

[MA only:] The student's ability to respond to feedback under supervision and manage a project is an integral part of the assessment of the dissertation.

D: Skills and other attributes

Transferable skills (able to):

- 1 communicate effectively
- 2 present ideas orally and visually
- 3 use a computer as an investigative tool
- 4 listen actively
- 5 take initiative and demonstrate a proactive approach
- 6 act with independence



Teaching/learning methods and strategies:

In each course, whatever its format, students will participate in the discussion of key issues (1, 2, 4 and 5). The supervision of student work will be aimed at increasing the student's ability to present ideas orally and visually (2), to use computers as a research tool (3) and [MA only:] to carry out research independently (5 and 6). The individual supervision of essays and [in the case of the MA] dissertation work will provide students with a high level of feedback.

Assessment:

These skills are assessed as an integral component of students' written work, both in exams and in essays and the dissertation.

The following reference points were used in designing the programme:

- the Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/crntwork/nqf/ewni2001/contents.htm>);
- the relevant Subject Benchmark Statements (<http://www.qaa.ac.uk/crntwork/benchmark/index.htm>);
- the programme specifications for UCL degree programmes in relevant subjects (where applicable);
- College teaching and learning policies;
- staff research.

Please note: This specification provides a concise summary of the main features of the programme and the 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

Programme Organiser(s) Name(s):	Professor John Wells	
Signature(s):		
Date of production/revision:	4 May 2004	
Date approved by Head of Department:		Signed:
Date approved by Chair of Departmental Teaching Committee:		Signed:
Date approved by Faculty Teaching Committee		Signed by Chair: