

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	as above
3	Final Award	BA (Hons)
4	Programme title	Linguistics with Spanish
5	Programme Accredited by:	N/A
6	UCAS Code	Q1R4
7	QAA Subject Benchmarking Group(s)	Linguistics, Languages and related studies
8	Date of production/revision	10 /7 / 04

9. Programme Aims:

(a) To produce graduates with:

- (i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;
- (ii) a knowledge of the main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;
- (iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena
- (iv) an ability to organise complex data and assess its significance;
- (v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of literary texts from the Anglo Saxon, Medieval and Early Modern periods;
- (vi) a metalinguistic awareness of their native language and other languages;
- (vii) an awareness of the social and stylistic significance of linguistic variants;
- (viii) some knowledge of Spanish language and culture.

(b) To provide a programme:

- (i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
- (ii) which consistently attracts highly qualified applicants;
- (iii) which offers the opportunity to spend time working or studying abroad in Spanish-speaking country;
- (iv) which fully meets the requirements of the Quality Assurance Agency Benchmark (QAA) statement for linguistics degrees;
- (v) which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

1. The nature of human language
2. Essential linguistic terminology and methodology
3. The components of language, language history and relation between languages
4. Varieties of language and the geographical, social and contextual factors which produce them
5. Computational models of language
6. The acquisition of language
7. The intellectual and historical context within in which language is currently studied
8. The lexis, grammatical structures, registers and usage of the Spanish language.
9. Aspects of the history, society, culture and linguistic development of Spain.
10. Intercultural awareness and understanding (an appreciation both of the internal diversity and transcultural connectedness of cultures).
11. For students opting to write a dissertation, an in-depth knowledge appropriate to undergraduate level of a self-chosen aspect of study.

B. Subject specific/professional skills - Able to:

1. practise critical argumentation in language study;
2. gather, analyse and evaluate linguistic data;
3. compare different linguistic frameworks and their motivation;
4. understand the relation between data and theory in language study
5. address specific analytical, psychological and cultural issues posed by language
6. Use the Spanish language for communication and/or as linguistic data.

C. Cognitive skills - Able to:

1. collect, analyse and evaluate data;
2. analyse and critically evaluate argumentation;
3. compare and evaluate differing intellectual frameworks and theories;
4. apply a developed appreciation of the role of language in everyday life.
5. learn a foreign language.

D. Key (transferable) skills - Able to:

1. plan and complete essays and project-work
2. write and speak to different audiences
3. co-ordinate multiple projects
4. use information technology (word processing; the internet)
5. gather, evaluate and organise material
6. summarise and assimilate information
7. communicate and debate effectively
8. work to deadlines or within specified time-limits
9. work and negotiate with others, and in the case of the intercalatory project, the ability to conduct an effective interview.
10. work effectively both in a team and independently
11. present information to a group in a structured and coherent way

10(b) Programme Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

A Knowledge and Understanding

At Stage 1 knowledge and understanding is acquired via lectures and seminars and, for Spanish language work, practical classes and workshops. At Stages 2 and 4 they are acquired via lectures and seminars and further practical classes in the Spanish language, while Stage 3, spent abroad, enhances intercultural awareness and understanding. More advanced knowledge and understanding is developed with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

B Subject-specific/professional skills

At Stage 1 Subject-specific/professional skills are acquired via lectures and seminars - and, for the Spanish, language laboratory work and practical classes. At Stages 2 and 4 they are acquired via lectures and seminars , and formal grammar instruction including drills and exercises, practical classes and oral discussion in Spanish. More advanced knowledge and understanding is developed via independent study with the Extended Study or Dissertation at Stage 4 . Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

C Cognitive skills

At Stage 1 cognitive skills are acquired via lectures and seminars. Seminars give students the opportunity to discuss issues raised in lectures and to practise problem-solving. In seminars at Stage 1 emphasis is placed on the practical acquisition of cognitive skills for language and linguistic analysis. At Stages 2 and 4 cognitive skills are acquired via lectures, seminars and independent study. More advanced cognitive skills are developed with the Extended Study or Dissertation at Stage 4.

D Key (transferable) skills

Key skills are promoted through seminars. At Stage 1 students are given guidance to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1, 2, 5, 7, 6, 8, 9, 10, 11 are introduced and practised on *Writing Skills* and/or practised in language seminars. These skills are promoted at Stages 2 and 4 with continued emphasis on student-led small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups of different sizes. The remaining skills (D3, 4 and 6) are introduced during the Faculty Induction into Study Skills which addresses time-management, note-taking, and reading strategies and during the Faculty Introduction to IT. All of these skills are practised from Stages 1 to 4. Advice on academic skills is contained in the School Handbook. The School style sheet and advice on writing an essay in language and linguistics is also included in the Stage and Degree Manuals. Students are provided with a manual on Academic Writing on the *Writing Skills* module.

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	<p>Assessment of knowledge and understanding is via written continuous assessment, class tests and aural and oral examinations in Spanish, and by unseen examination of 2 or 3 hours and submitted work of 1500, 3000,4000 or 10,000 words in length. During the year abroad, a personal learning record and/or an intercalatory project is also part of the assessment.</p>
B Subject-specific/professional skills	<p>Assessment of knowledge and understanding is via continuous written assessment, class tests evaluating student progress, aural and oral examinations covering listening and speaking skills, and unseen examination of 2 or 3 hours and submitted work of 1500, 3000, 4000 or 10,000 words in length.</p>
C Cognitive skills	<p>Assessment of cognitive skills is via unseen examination of 2 or 3 hours and submitted work of 1500, 3000, 4000 or 10,000 words in length and also in the case of language skills, as part of oral examinations.</p> <p>Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. Oral and aural examinations confirm their speaking and listening skills.</p>
D Key (transferable) skills	<p>Assessment of key skills is implicit in course work at all levels. Presentation skills are tutor and peer-assessed on Writing Skills at Stage 1. The ability to adapt and to operate effectively within a different cultural environment is assessed via the personal learning record produced during the year abroad.</p>

11 Programme Curriculum, Structure, and Features:
<p>The programme is studied over four years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or, in the case of the Personal Learning Record, 100 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours. At each Stage the student is required to take and be assessed in modules to the value of 120 credits. Stage 3 is an intercalatory year during which the students spend at least 30 weeks in a Spanish-speaking country, and at each of Stages 1, 2 and 4 students must take at least 40 credits from modules offered in the School of Modern Languages.</p>

Units of Study	Credits	Learning outcomes	Progression Requirements
Com Core Opt			Pass.
Stage 1			
ELL101 Structure of English: Syntax	Com	10	A123 B25 C12 D1568
ELL102 Structure of English: Phonology	Com	10	A123 B25 C12 D1568
ELL130 The Nature of Language	Core	10	A1267 B1-5 C2-4 D1-11
ELL131 Topics in Language	Core	20	A1267 B1-5 C2-4 D1-11
ELL122 Introduction to English Historical Linguistics	Core	20	A12348 B245 C1-4 D1568
ELL128 Writing Skills	Core	10	D1, 2, 7, 9, 10, 11
SPA171 French Level B	Com	20	A89, B6, C2456, D1-11
And ONE of the following modules:			
SML119 Introduction to Linguistics	Core	20	A123, B25, C12, D1568
LAS110 Introduction to Latin American	Core	20	A123, B25, C12, D1568
SPA117 Comparative History of Modern Spain and Portugal	Core	20	A123, B25, C2456, D1-11.
At Stage 1 students are given a thorough grounding in the basic knowledge and skills of the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Stage 1 modules introduce students to the practical skills of linguistic analysis which they will need at Stages 2 and 3. The module <i>Writing Skills</i> introduces students to academic skills: written English, preparing an essay and a presentation. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. All students take the core Level B French module and either the option in Latin American History, or that in the Comparative History of Modern Spain and Portugal, or the Introduction to Linguistics taught in the School of Modern languages.			
Stage 2			
SPA261 Spanish Level C	Core	20	A 8 9, B6, C2456, D1 – 11.
SEL200 Phonology and Morphology	Core	20	A1 -3, 7,B1 – 5,C1 – 4,D1-11.
ELL215 Syntactic Theory	Core	20	A1,3,5,7,B1-5,C1-4,D1-11.
And a further 60 credits from the following 20 credit optional modules taught in the School of English:			
SEL201 Semantics and Pragmatics			
ELL227 Sociolinguistics and Language			
SEL202 Historical Linguistics			
SEL203 Topics in the Syntax of English			
SEL204 English phonology past and present			
SEL208 Text and Hypertext			
SEL209 Child Language Acquisition			
SEL211 Linguistic Theories and their contexts			
ELL374 Lexical Morphology and Phonology			
All these modules are core and share the following learning outcomes:			

A1-4,B1-5,C1-4,D1-11.

Alternatively, 20 credits may be replaced by one of the following 20 credit optional modules taught in the School of Modern Languages:

SPA219 World Spanish A4,9,B6,C1-3,D1-11

SPA221 Introduction to Catalan A4,8,9,B1-6,C1-4,D1-11

At Stage 2 there is a wide choice of modules. This gives students the scope to design their degree programme and to exercise choice. It also gives them the opportunity to develop particular interests and, by Stage 4, an area of expertise. Students continue to develop the language skills of reading, writing, listening, speaking and translation in preparation for the forthcoming year abroad.

Stage 3

At Stage 3 students spend the year in a Spanish-speaking country, working as a teaching assistant in a school or college, or studying at university, or undertaking an approved work placement. The year abroad is fully accredited and assessment is by means of a personal learning record (100 credits) plus either an intercalary project (20 credits) or marks achieved at the host university (20 credits). While all aspects of knowledge, understanding and language skills will be developed at Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding.

Students take the following modules:

SML304 Personal Learning Record (100) and *either* SML305 Intercalary Project (20) *or* SML306 Study Abroad (20).

Stage 4

SPA461 Spanish Level D Core 20 A1,2,8, B6, C5, D1-11

And one of the following:

FRE499 Dissertation in Spanish Core 20

A1-10,B1-6,C1-4,D1-11

SEL271 *or* SEL272 (according to the semester) Extended Study Core 20

A1-7,B1-5,C1-4,D1-11

And a further 80 credits from the 20-credit optional modules taught in the School of English listed above under Stage 3. Alternatively, 20 credits may be replaced by one of the following modules taught in the School of Modern Languages:

SPA401 Syntax and History of Spanish

SEL401 Translation Theory

12 Criteria for Admission:

GCSEs required

N/A

A-Level Subjects and Grades

ABC/BBB, including A Level Spanish (minimum grade B).

Alternative entry qualifications

Highers

AABBB. A combination of Highers and Advanced Highers is acceptable.

Widening Participation

18 points. Includes General Studies.

Admissions policy

Students to whom offers are made are invited to an open day to meet staff and students and to see the department. Attendance is not compulsory.

Arrangements for non-standard entrants

Mature and Overseas Students are dealt with on an individual basis.

Any Additional Requirements:

No

13 Support for Students and their Learning:

Induction

- Faculty Lecture on Study Skills in induction week
- Faculty Introduction to use of IT
- Faculty Introduction to the library
- Degree and Stage Briefing Meetings
- School Handbook
- Stage and Degree Manual

Study skills support

- Student Resource Centre (this room houses copies of module outline forms, style sheets, forms for module and degree transfers, the Video library).
- Student E-mail, and open access to all staff, including the DPD
- Access to IT network
- Blackboard
- Writing Skills Module at Stage 1

Academic support

- Tutorial/Small Group Learning
- Module Outline Forms
- Staff/Student Committee with representation at Boards of Study

Pastoral support

- Open Access to DPD Personal Tutors who advise on pastoral issues.
- All students are assigned to a tutor in the School of English and have access to a tutor in the School of Modern languages.

Support for Special Needs

- Access to Learning Support Services/Disability Unit

Learning resources

- Extensive Library (Robinson Library; School Library)
- School Video Library
- Seminar rooms in the School of Modern Languages with TV monitors for foreign language satellite programmes.
- Access to Renaissance Studies Room (which contains microfilm copies of all printed books pre-1700)
- Access to Catherine Cookson Archive
- Access to the Northern Arts Literary fellow
- Exchange programmes with the Universities of Bergen, Ghent, Leiden, Nancy, McGill, Waterloo, South Florida and Loyola

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews

Module Appraisal, now conducted electronically
General Issues raised at Board of Studies
Bi-annual Staff Appraisal
Peer Teaching Observation

Programme reviews

Stage Appraisal
General Issues raised at Board of Studies
Annual Away Days
Regular School Meetings to review teaching and plan ahead

External examiner reports

Board of Studies
Faculty Teaching and Learning Committee

Feedback Mechanisms

Staff/Student Committee
Board of Studies
Board of Examiners
School Teaching Committee

Faculty and University Review Mechanisms

Faculty Teaching and Learning Committee
University Teaching and Learning Committee

15 Regulation of Assessment

Pass Marks

40%

Course Requirements

To qualify for the Honours Degree students must complete all course requirements and must pass all modules

Weighting of Stages

The marks for Stage 2 and 3 assessments contributes equally to the final classification of the degree. The marks for each module are weighted according to the credit value of the module.

Common Marking Scheme

70%+ Represents first-class performance
60%-69% Represents an upper second class performance

50%-59%	Represents a lower second performance
40%-49%	Represents a third class performance
0%-39%	Represents a Fail

Role of the External Examiner

- To approve exam papers and lists of questions for submitted work
- To read selected scripts: all first and fail marks, a sample script from the middle of the range and any scripts marked as a 'problem'
- To read all borderline scripts in June
- To attend the Board of Examiners in June
- To approve finals examination performance
- To report on the examination procedure
- To report on the standards of the degree programme

16 Indicators of Quality and Standards:

Professional Accreditation Reports

N/A

Internal Review Reports

N/A

Previous QAA Reports

In the 1995 TQA the teaching on the Modern Languages side of the degree was deemed excellent, as was the Linguistics element in the 1996 TQA.

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

- The University Prospectus
- The School of English Handbook
- The School Departmental Stage and Degree Manuals
- The University and Degree Programme Regulations
- The Degree Programme Handbook

QAA Subject Review Report