

<b>1</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2</b>	<b>Teaching Institution</b>	University of Newcastle upon Tyne
<b>3</b>	<b>Final Award</b>	BA (Hons)
<b>4</b>	<b>Programme title</b>	<b>French and Politics</b>
<b>5</b>	<b>Programme Accredited by:</b>	n/a
<b>6</b>	<b>UCAS Code</b>	<b>LR21</b>
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	Languages and related studies, Area Studies, Politics and International Relations
<b>8</b>	<b>Date of revision</b>	<b>September 2004</b>

## 9 Programme Aims:

The broad educational aims of the programme are:

- \*to foster intercultural awareness and understanding (an appreciation both of internal diversity and of transcultural connectedness of cultures), and an attitude of curiosity and openness towards different cultures.
- \*to provide students with knowledge and skills that prepare them for further intellectual development and further independent study.
- \*to provide a flexible programme of study through variety of student choice within an informed advisory framework
- \*to give students the opportunity to spend time studying or working abroad in a country/countries where the language being studied is spoken.
- \*to broaden and deepen the student's understanding of the nature and significance of politics
- \*to develop the student's appreciation of the diversity of the discipline in terms of both content and approaches
- \*to offer an environment informed by research and scholarship in which students can learn about politics from knowledgeable staff, your own study and from discussion with fellow students
- \*to enhance students' cognitive skills, including analysing and presenting information and developing a reasoned argument; and core skills such as adaptability, planning and organisation
- \* to allow students to specialise within the two disciplines according to their interests

The programme aims to produce graduates with the following qualities:

- \*proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in French.
- \*competence in a range of key skills, including oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning, and IT skills
- \*knowledge and understanding of a selection of the following: area studies, cultural studies, film, history, linguistics, literary studies; national and international politics, political thought, politics and culture
- \*awareness of how literature, film, and language produce and reflect cultural change and difference
- \*a capacity for particular cognitive skills, such as information gathering, synthesis, and analysis
- \*familiarity with a multi-disciplinary approach to learning, thereby stretching the mind and stimulating the imagination
- \*recognition of the multi-faceted nature of the disciplines and their complex relationship to other disciplines and forms of knowledge
- \*the linguistic competence and expertise to enable them to operate in organisations with an international dimension.

The programme aims to meet fully the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Languages and Related Subjects as well as 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 of**

- 1 the lexis, grammatical structures, registers and usage of French to Honours level (H); (see Statement of Standards)
- 2 aspects of the history, society, culture and linguistic development of a country or countries where French is used. See section 11
- 3 certain areas of specialist study, according to module selection, in area studies, cultural studies, film, history, language, linguistics, literary studies and politics of a country or countries where French is used; and of national and international politics, political thought, politics and culture; specialist areas in politics and French studies. See section 11
- 4 intercultural awareness and understanding (an appreciation both of internal diversity and of transcultural connectedness of cultures).
- 5 an in-depth knowledge, appropriate to undergraduate level, of a self-chosen aspect of study.
- 6 major aspects of political systems and other key aspects in the study of politics which may include international politics and political thought

**B Subject-specific/professional skills**

- 1 Receptive (reading and listening) and productive (writing and speaking) skills in French to degree level.
- 2 The ability to perform a range of communicative tasks.
- 3 Mediating skills - the ability to translate non-technical texts from and into the target language; competent professional liaison interpreting skills.
- 4 The ability to make effective use of language reference materials, such as grammars, dictionaries and corpora.
- 5 Self-study skills for language learning.
- 6 The capacity to make effective use of a wide range of information sources, including qualitative and quantitative data, library, internet and other electronic sources, and governmental and non-governmental information.

C	<u>Cognitive skills</u>
1	The ability to gather, synthesise and evaluate information.
2	The ability to undertake independent, critical analysis of arguments and evidence.
3	The ability to organise and present ideas within the framework of a structured, informed and reasoned argument, oral or written.
4	The ability to apply appropriate methodologies to specialist areas of study.
5	For students opting to write a dissertation - the ability to design a research project and select and employ appropriate research methodologies.
D	<u>Key (transferable) skills</u>
1	The ability to communicate clearly and effectively, both orally and in writing.
2	Oral presentation skills.
3	Organisational skills: the ability to manage one's time, make plans and set priorities in order to achieve an objective.
4	Interpersonal skills: the ability to work creatively and flexibly with others as part of a team, and, in the case of the intercalary project, the ability to conduct an effective interview.
5.	The ability to adapt and to operate effectively and on one's own initiative within different cultural environment.
6.	The ability to use library and bibliographic research resources.
7.	Analytical and problem-solving skills.
8.	Effective use of IT, such as word-processing, email, databases, online environments and the use of the Internet as a research and study tool.

**10(b) Programme Intended Teaching and Learning**

**Learning Outcomes: Methods and Strategies**

A Knowledge and understanding

The primary means of imparting knowledge and understanding of French (A1) is via a mix of communicative, student- centred language teaching methods and formal linguistic instruction. In Politics, and in optional modules in French, knowledge and understanding are generally conveyed (A2-8) through lectures supplemented by handouts and sometimes by other visual media, such as videos and web sources and seminars which guide students towards independent reading and enable students to self-assess and develop their learning through: group discussion, take-home tasks; guided self-teaching activities using language centre and web- based materials; e-mail discussion and e-mail based group working; the preparation of presentations and/or reports.

A4 is developed initially within the communicative language training framework and is further enhanced by options in international politics and politics and culture as well as by the learning experience of the students' year abroad. One-to-one tutorials on dissertations provide academic guidance in adding depth to subject knowledge (A5).

**B**      Subject-specific/professional skills

Learning outcomes B1-2 are achieved via communicative, student-centred skills training, (e.g. developing and practising reading skills, enhancing listening skills through language laboratory work, analysing and practising different writing skills, conducting oral discussion and presentation, both individually and as part of a team), formal grammar instruction (e.g. guided study, drills and exercises, and use of IT resources).

B1-2 skills may be further enhanced by delivery of specified modules in the target language and in workshops and debates in Politics modules at Stage 1. These skills in relation to the production and reception of French are developed and consolidated during the year abroad.

B3 is achieved by: guided translation into and out of the target language, and analysis of translation techniques; reading for gist exercises; summary and evaluation of texts in French, working in French and English. It may also be developed in workshops and debates in Politics modules at Stage 1. Liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language working in the modern language.

B4-5 are achieved in the teaching of B1-3 in relation to language, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both B4 and B5.

The opportunity to carry out independent research allows students to apply and practise research skills (B6). The professional skills involved in B6 and their application to the study of politics are taught through lectures, seminars, workshops, exercises, and debates in skills modules at Stage 1. Student presentations and essays require effective extraction of information.

**C**      Cognitive skills

C1-4 skills are developed through seminar preparation, the presentation and evaluation of arguments and evidence, group discussion, and written assignments. They are inherent in the nature of the subjects taught and of their sub-areas of knowledge. C5 is developed through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

**D**      Key (transferable) skills

D1 is enhanced through seminar presentations and discussions, through written assignments, timed examinations, projects (where chosen), and debates. In the case of language modules, the skills are developed through communicative skills training.

Skills D2-3 and D6 & 7 are practised through seminar preparation and presentation, discussions, and debates.

D3 and D6-7 are further developed through written assignments and examinations and via research-based modules.

Written examinations test and develop D1, 3 and 7 in combination.

D4 is developed through team presentations and projects (including the intercalary project).

D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad; it is enhanced by training in awareness of international political and socio-cultural issues of historical and topical significance.

D8 is taught in optional Study Skills modules, is introduced in compulsory induction sessions, and is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules in both French and Politics.

10(c)	Programme Intended	Assessment Strategy
	<b>Learning Outcomes: and Methods</b>	
A	<u>Knowledge and understanding</u>	
Knowledge and understanding of French (A1) are assessed by: written continuous assessment and class tests (evaluating student understanding and progress); unseen written, aural and oral examinations.		
Outcomes A2-8 are assessed by essay and/or unseen written examination, oral presentation, debates, portfolios, and/or projects (according to module selection) requiring independent, critical analysis and application of intellectual models, principles and theories.		
Outcome A4 is assessed during the year abroad by a personal learning record, and in some cases an intercalary project.		
Outcome A5 is assessed by a 5-6000 word dissertation.		
B	<u>Subject-specific/professional skills</u>	
B1-3 are assessed by written continuous assessment and class tests (evaluating student progress) and unseen written examination (reading, writing and translating skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting skills). Skills B4 and B5 are not formally assessed.		
B6 is assessed either formatively or summatively in all forms of presented work.		
C	<u>Cognitive skills</u>	
C1-4 are assessed by means of course work (e.g. essays, exercises, debates, simulations, projects, portfolios, oral presentations) and unseen written examinations. They are also assessed s part of oral examinations in French. They are also be assessed by dissertation, which principally involves the assessment of C5.		

D Key (transferable) skills

D1 is assessed by essay, dissertation, projects and unseen written examination, (written communication), while both D1 and D2 are assessed via assessed seminar presentations and oral examinations (oral communication).

D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation, projects, and presentations, self-directed language coursework and (implicitly) in preparation for language classes.

D4 is assessed via team presentations and projects (including the intercalary project, which involves a transcribed interview).

D5 is assessed via the personal learning record produced during the year abroad and in project work.

D8 is assessed in a number of ways including the preparation of written assignments, seminars, and in certain modules which implicitly assess the use of the web as a source of study materials.

**11 Programme Curriculum, Structure, and Features:**

The programme is studied over four years full-time based on 30 weeks attendance per annum. Stages 1, 2 and 4 of the programme are spent in residence attending the University of Newcastle; Stage 3 is an intercalary year during which students attend university or work in a French-speaking country.

Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger modules are proportionately heavier in their work content. Modules are generally 20 credits in weight, although those undertaken during the intercalary year are 20 and 100 credits.

In each of Stages 1, 2 and 4 students are required to study a 20-credit practical language module in French. At Stage 1 the module is a 'core' module.

Language teaching is conducted mainly in French; content courses are taught in English or in French.

At Stage 1, students develop the language skills of reading, writing, listening and speaking as well as following a range of introductory modules. Students take 20 credits of language modules in French General Language, providing knowledge and understanding of the French language and its cultural context and well as the foundations of subject-specific skills (outcomes A1, 2, & 4, B1-5). A further 100 credits are made up from (a) the School of Modern Languages' first-year introductory courses in history, politics, literature, linguistics, and film; and (b) the School of Social Sciences' introductory modules in political thought, political systems and international politics.

These modules enhance knowledge and understanding of the language and of specialist areas (outcomes A2, A3) as well as providing an introduction for cognitive skills (C1-3) and effective practice in key transferable skills (especially outcomes D1-4)..

At Stage 2, 20 credits of compulsory French General Language are taken, and additional credits are chosen from options covering (a) linguistics, French film and literature and film studies and (b) Politics modules which extend the three core areas of political systems, political thought and international politics (A2-A6) while options permit more specialised study (A5).

Students continue to develop the language skills of reading, writing, listening, speaking and translation; language modules are designed to develop these skills in preparation for the forthcoming Year Abroad (outcome A1, 2, & 4, B1-5), practise cognitive skills in the target language (C1-3) as well as key transferable skills (D1, 2, 4 & 6).

The optional modules develop knowledge and understanding of French in relation to specialist areas of study (A2-3), and of key areas of knowledge in Politics while at the same time providing a sufficient introduction to critical skills and methodology appropriate to the area (C1-4) and further advancing key transferable skills (especially outcomes D1-2, 6-7).

There are three possibilities for the Intercalary Year, Stage 3:

- working as an English Language Assistant in a school, (paid an allowance which is sufficient to live on);
- pursuing a course of study at a university;
- employment in an approved work placement (varying rates of pay).

The Year Abroad is fully accredited and assessment is by means of a personal learning record (100credits) plus either an intercalary project (20 credits) or marks achieved at the host university (to a total of 20 credits). While all aspects of knowledge, understanding and language skills will be developed during Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding (A4), for developing self-study skills for language learning (B5), for developing organisational and interpersonal skills (D3-5); students preparing a dissertation will have the opportunity to develop knowledge and cognitive skills in this area too (A5, C5).



The language modules at Stage 4 (20 compulsory credits) are taught on the basis that students have reached a very high level of competence during their year abroad. The emphasis now is on sophisticated use of language in all skills (A1, 2 & 4, B1-5) as well as the cognitive abilities of analysis and structured argumentation (C2-3). Opportunities to practise mediating skills are available through translation courses (B3). A range of options designed to deepen understanding of French linguistic and cultural contexts and of politics in specialised areas (A5), which may extend across one or more of the three core areas (A2-A6), take the cognitive skills to a much higher level of development, including greater emphasis upon independent analytical skills, use of appropriate methodologies and problem-solving skills (C1-4, D1-3 & 5-7). Students must choose a dissertation in French or Politics and there develop their knowledge and understanding as well as their subject-specific, cognitive and transferable skills over a broad range of outcomes (A2, 3, & 5, B1 & 4, C1-5, D1, 3, & 5-7).

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[a.c.m. = according to module choice]

Units of Study	Credits	Learning outcomes	Progression Requirements	Com/Core/Opt
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<b>Units of Study</b>					
<b>Progression Requirements: see section 15 below</b>					
<b>Stage 1</b>					<b>Learning outcomes</b>
	Com	Core	Opt	Credits	
FRE171	Y	Y		20	A1, A2, A4, B1, B2, B4, B5, C3, D1, D2, D4
FRE117	N	N		20	A2, A3, C1, C3, D6, D8
SML119	N	N		20	A2, A3, B4, C3, D1, D6
SML118	N	N		20	A2, A3, B1, C2, C3, D1 D6
SML120	N	N		20	A3, C2, C3 D1, D6
POL121, 122, 129, 132				20 each	
POL 123, 130				10 each	
<i>a.c.m.</i>					A2-6 , C1-4 , D1-8
<b>Stage 2</b>					<b>Learning outcomes</b>
	Com	Core	Opt	Credits	
FRE261	Y	N		20	A1, A2, A4, B1, B2, B3, B4, B5, C1, C3, D1, D2, D4 D6
FRE240	N	N		20	A2, A3, B4, C2, C3, D6
FRE241	N	N		20	A2, A3, B1, C1-3, D6-8
FRE239	N	N		20	A2, A3, B1, C1-4, D1-3, D6-8
FRE243	N	N		20	A2, A3, B1, C1-4, D1-4, D6, D7
FRE242	N	N		20	A2, A3, B1, C1-4, D1-3, D6-8

POL207,-POL 275		10 or 20 credits each				A2-6, C1-4, D1-8 according to modules selected.
<b>Stage 3</b>						
	Com	Core	Opt	<b>Credits</b>	<b>Learning outcomes</b>	
SML304	Com			100	A1, A2, A4, B1, B2, B5 D1, D3, D5 D8	
SML305			Opt	20	A1, A2, A3, A4, B1, B2, B4, B5, C1, C2, C3, C4, D1, D3, D4, D5, D6, D7, D8	
SML306			Opt	20	A1, A2, A3, A4, B1, B2, B3, B4, B5, C1, C2, C3, C4, D1, D2, D3, D5, D6, D7, D8	
<b>Stage 4</b>						
	Com	Core	Opt	<b>Credits</b>	<b>Learning outcomes</b>	
FRE461	Y	N		20	A1-2, A4, B1-5, C1-3, D1-4	
FRE 402	N	N		20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8	
FRE 403	N	N		20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8	
FRE404	N	N		20	A2, A3, C1, C2, C3, C4, D1, D2, D6-8	
FRE405	N	N		20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8	
FRE407	N	N		20	A2-4, B1, C1-4,	

				D1, D3, D5-8
FRE 408	N	N	20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8
FRE499	N	N	20	A2, A3, A5, B1, B4, C1, C2, C3, C4, C5, D1, D3, D6-8
POL307- POL373			10, 20 or 30 credits each	A2-6, C1-4, D1-8, according to the
modules chosen				

**12 Criteria for Admission:**

For entry in autumn 2005

GCSEs required All candidates must satisfy the University's General Entrance Requirements and Matriculation Regulations at <http://www.ncl.ac.uk/calendar/>

A-Level Subjects and Grades

ABC/BBB at GCE A level, normally with grade A in French. Applicants with an AS level at grade B in French will be considered.

Alternative entry qualifications

AVCE (Double Award) accepted if offered with an A level. AABBB/BBBBB at Higher Grade, normally including grade A in French. Combinations of Highers and Advanced Highers accepted. For candidates offering Access courses, modules in Arts and Social Sciences desirable (where graded, at Credit level).

Admissions policy

The admissions policy is based on a number of considerations: the applicant's predicted grades (if he or she has not yet sat her exams); the applicant's school or college reference; the applicant's personal testimonial; the applicant's earlier academic performance (e.g. his or her GCSEs).

The programme welcomes applications from both A level candidates and non-standard entrants (Partners Programme candidates, Mature Students, Access Courses)

Arrangements for non-standard applicants

Non-standard applicants may be invited to interview depending on their qualifications and/or experience. Each application will be considered on its own merits.

Any Additional Requirements

n/a

**13 Support for Students and their Learning:**

### Induction

In advance of the start of the year, the University sends new students a pack of information. The School also sends pre-registration information to both new and returning students, including degree programme handbooks and module handbooks.

An induction programme is held in the first week of the first year to familiarise students with the programme, staff and facilities through advice on module selection and briefings on arrangements and expectations for modules. A Faculty Induction meeting covers such matters as the careers service, student welfare, the library, and other services. There is also further induction at the beginning of each subsequent year including talks on careers, the Students into Schools project, the Year Abroad.

### Study skills support

The Open Access Centre offers a series of Language Learning Skills workshops. The induction programme (see above) also provides Faculty-led sessions on Study Skills and IT for Stage 1 students. The School itself organises a session on oral presentations for Stage 2 students, and on essay-writing for Stage 4 students, (as part of induction).

There is a compulsory Year Abroad Workshop organised jointly by the Careers Service and the School at the end of Stage 2.

### Academic support

In addition to attending seminars and tutorials, each student is assigned a degree programme director, who provides individual academic support and guidance on issues affecting progress on the degree as a whole. All teaching staff are available in office hours to discuss academic progress with students; many are also available at other times and by e-mail or telephone.

### Pastoral support

For help with personal problems, and non-academic matters, students may turn to one or other of the two Pastoral Officers in the School of Modern Languages. Guidance on academic matters is available from the Degree Programme Director.

Pastoral officers and degree programme directors may be contacted in person or by email. The undergraduate handbook makes students aware of support provided within the School, and the existence of university services such as Student Counselling.

Prior to going abroad, guidelines are issued on living and studying abroad, and a meeting is organised between outgoing students and those finalists who have recently completed their year abroad. A week-long course for students who will be working as English Language assistants is organised during the last week of the summer term.

During the year abroad the section year abroad officer maintains regular email-based contact with the students, working in tandem with his-her counterpart at the host institution. Where possible, the year abroad officer also visits students whilst they are abroad.

### Support for Special Needs

The Disability Unit offers advice and support regarding the particular needs of individual applicants. Appropriate members of academic staff provide a link between the student and these support facilities. All ground floor rooms in Politics are accessible to wheel-chair users; access to levels 3-6 of the Old Library Building (School of Modern Languages) is by lift.

### Learning resources

Most of the books, periodicals and other printed materials required by students are housed in the University Library. We believe that the subject provision within the Robinson Library is appropriate to the requirements of the curriculum, and that a high quality library service is delivered to users. The School of Modern Languages has collections of books in the seminar rooms, including dictionaries, encyclopaedias, and texts on language, literature, history and society. All seminar rooms are equipped with OHPs, screens and whiteboards. Many lecture rooms are equipped with multi-media projection facilities. Each seminar room in the School of Modern Languages also contains a TV monitor which can receive foreign-language satellite

programmes. The School of Modern Languages also has access to the facilities of the Language Centre, including the Open Access Centre. There are clusters of computers located in the Robinson Library, and in the Old Library User Area, on the ground floor of the Old Library Building.

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

##### Module reviews

Modules are reviewed every three years (students complete feedback questionnaires). Failing modules (with an overall score of less than 3.6) or modules with a return rate of less than 60 per cent are automatically reviewed the following year.

##### Programme reviews

The programme is regularly reviewed at the Board of Studies in the presence of student representatives, in order to monitor achievement of programme aims and learning outcomes. These reviews also serve to maintain the currency of the programme.

##### External examiner reports

Content, teaching and assessment of the programme as well as output standards are regularly reviewed in the light of the Board of Examiners' meetings and external examiners' reports.

##### Accreditation reports

n/a

##### Student evaluations

On completion of each unit of the teaching programme, students complete feedback questionnaires for individual modules (see above) plus Stage questionnaires on an annual basis.

##### Feedback Mechanisms

Staff-student committee meetings are held once per semester. The minutes are reviewed at the Board of Studies in the presence of student representatives.

Faculty and University Review Mechanisms

Biennial Degree Programme Review.

Internal Subject Review.

**15 Regulation of Assessment**Pass Marks

40

Course Requirements**PROGRESS**

The general rule is that before going from one Stage of the degree programme to the next students must pass all the assessments for that Stage. However, compensation for failed modules is possible in certain circumstances.

Stage 1 Core Modules

At Stage 1, the following language modules are designated as "core", which means that they must be passed before students may proceed to Stage 2:

FRE171	Level B French General Language
GER171	Level B German General Language
POR261	Level B Portuguese General Language
SPA171	Level B Spanish General Language

Stage 1 Non-core Modules

Failed non-core modules will be compensated (i.e. no resit will be necessary), if all of the following conditions are met:

- (i) the failed modules have a total credit value of no more than 40 out of the 120 credits comprising the Stage;
- (ii) none of the fail marks is below 35%
- (iii) the average mark for all modules taken at Stage 1 is not below 40%;
- (iv) no core modules have been failed

Stage 2

The School of Modern Languages has no core modules at Stage 2. Failed modules will be compensated (i.e. no resit will be necessary), if all of the following conditions are met:

- (i) the modules have a total credit value of no more than 40 out of the 120 credits comprising the Stage;
- (ii) none of the fail marks is below 35%;
- (iii) the average mark for all modules taken at Stage 2 is not below 40%.

Resits

When compensation is not possible, candidates are entitled to resit each failed module twice. They normally resit first in August of the academic year in which the modules were failed. If a candidate fails again, two different consequences can follow:

- a) If, after the August resit, the student has still to pass non-core modules worth no more than 20 credits, he or she may proceed to the next Stage of the degree in the immediately

following academic year. The student resits the failed module(s), for a second and final time, in the course of that year.

b) If the candidate is not eligible for (a) above, he or she must interrupt his or her studies for the following academic year and to resit for a second and final time during that year as an external candidate.

In either case, (a) or (b), failure of the second resit means termination of the student's studies for the degree.

If a candidate fails a Stage 2 module, then passes it by resit, whether at the first or second attempt, a mark of 40% is awarded for the module and is used in calculating the final degree result.

#### Weighting of Stages

Assessments undertaken at Stages 2, and 4 count towards the final award.

Any module assessed at Stage 4 carries double the weighting of a module assessed at Stage 2; in effect, therefore, Stage 2 overall counts for 120 credits, Stage 4 for 240.



If it is to the student's advantage, the mark gained in SML305 or SML306 at Stage 3 will be substituted for his or her lowest mark for a 20-credit module taken in the School of Modern Languages at Stage 2. The substitute mark will be used to calculate the degree average and preponderance.

### Final Degree Assessment

NB The rules given in this section are being revised.

The degree class is determined by the more advantageous of the following: **either** (a) the average mark for all modules assessed, **or** (b) by the number of marks the candidate has in the lower and higher classes.

For the candidate to be awarded the higher class of degree under (b), these conditions must be satisfied.

- (i) s/he must have at least half of the modules in the higher class;
- (ii) his/her average mark for all modules assessed must not fall more than two percentage points below the bottom of the normal mark range for the higher class;
- (iii) s/he must not have more than one sixth of modules in classes that are two or more classes below the proposed final class.

(NB In applying these rules, the weighting and the number of credits attached to each module is taken into account: e.g. a 20-credit module taken at Stage 4 counts twice as much as a 20-credit module taken at Stage 2.)

### Common Marking Scheme

70 or more	First Class
60-69	Second Class (Upper Division)
50-59	Second Class (Lower Division)
40-49	Third Class
Less than 40	Fail

### Role of the External Examiner

The external examiner is appointed by Faculty Teaching Committee and is a distinguished member of the academic community.

The external examiner reviews and approves examination questions, acts as moderator, attends the Board of Examiners, and reports to the University on the comparability of output standards.

**16 Indicators of Quality and Standards:**

Professional Accreditation Reports

n/a

Internal Review Reports

Internal Subject Review carried out in 1995

Previous QAA Reports

The School of Modern Languages received an excellent result of 22/24 in the TQA carried out in November 1995. The Dept of Politics gained 23/24 in 2001.

This specification describes 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.

It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While every effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed. 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 Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report