1	**Awarding Institution**	University of Newcastle upon Tyne

2	**Teaching Institution**	University of Newcastle upon Tyne

3	**Final Award**	BA (Hons)

4	**Programme title**	**BA SPANISH & LINGUISTICS**

5	**Programme Accredited by**:	n/a

6	**UCAS Code**	**QR14**

7	**QAA Subject Benchmarking Group(s)**	Languages and related studies, area studies, linguistics

8	**Date of production/revision**	September 2004

THIS PROGAMME WILL NOT BE RUNNING FROM 2005. IT HAS BEEN REPLACED BY QT19, MODERN LANGUAGES AND LINGUISTICS

9   Programme Aims:

The broad educational aims of the SPANISH & LINGUISTICS 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 in modules in Spanish within an informed advisory framework and to combine this with the study of Linguistics.

- To give students the opportunity to spend time studying or working abroad in a country/countries where Spanish is spoken.

The programme aims to produce graduates with the following qualities:

- proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in Spanish, and where chosen, Catalan.

- 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

- a knowledge of the main theoretical approaches to linguistic study and an ability to formulate and evaluate falsifiable theories of linguistic phenomena

- a metalinguistic awareness of their native language both for itself and in aid of appreciating the structure of other languages

- an awareness of the social and stylistic significance of linguistic variants

- an awareness of the variety of languages and of linguistic typologyknowledge and understanding of a selection of the following studied within the module options available in Spanish and English: linguistics, literary studies, cultural studies, film, history and politics

- a knowledge of of the formal structures and history of the English and Spanish languages

- a familiarity with the varieties of spoken and written English in the UK and worldwide

- a familiarity with the varieties of spoken and written Spanish worldwide

- a capacity for particular cognitive skills, such as information gathering, synthesis, analysis and organisation of complex data and ability to assess its significance

- familiarity with an interdisciplinary approach to learning, thereby stretching the mind and stimulating the imagination

- 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 statements for Languages and Linguistics 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 Spanish language to Honours level (H) and of Catalan, where chosen, to ALTE level 2/3[1] (see statement of standards

2   aspects of the history, society, culture and linguistic development of a country

         or countries where the language 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 the language is used. See section 11.

4   intercultural awareness and understanding (an appreciation both of internal

         diversity and of transcultural connectedness of cultures).

5   for students opting to write a dissertation an in-depth knowledge,

         appropriate to undergraduate level, of a self-chosen aspect of study.

6   the nature of human language

7   essential linguistic terminology and methodology

8   the structure of English and its relationship to other languages

9   varieties of English and the geographical, social and contextual factors which produce them

10   computational models of language

11   the acquisition of language

12   the intellectual context in which the English language is used

13   linguistic typology

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[1] ALTE = Association of Language Testers in Europe. The levels of achievement (from Breakthrough Level to Level 5) defined by the ALTE are anchored to the Council of Europe Framework (CEF) of 1996.
ALTE Level 2 (Threshold User): an ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.
ALTE Level 3 (Independent User): the capacity to achieve most goals and express oneself on a range of topics.

B	Subject-specific/professional skills
1	Receptive (reading and listening) and productive (writing and speaking) skills in Spanish language to Honours Level (H).
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.
C	Cognitive skills
1	The ability to gather, synthesise and evaluate information.
2	The ability to undertake independent, critical analysis.
3	The ability to organise and present ideas within the framework of a structured 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.

The ability to:

6	address specific analytical issues in a linguistic context
7	collect, analyse and evaluate data relevant to the analysis of specific linguistic phenomena
8	evaluate theories about language and their application to particular languages
9	assess theories and descriptions of language critically
10	compare, contrast and evaluate competing linguistic theories
11	locate the above issues in a broader intellectual, scientific and social context
D	Key (transferable) skills
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 within a 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 wordprocessing, 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 Spanish Language, and Catalan where chosen, (A1) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction. In the case of A2-A3 and A6-A13, knowledge and understanding are generally conveyed through lectures and seminars which guide students towards independent reading and enable students to self-assess and develop their learning through group discussion. These are supplemented by practicals and workshops where appropriate in particular modules. A4 is developed initially within the communicative language training framework and is further enhanced during the students' year abroad. In A5 (optional dissertation) one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills.

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, and conducting oral discussion and presentation, both individually and as part of a team), and 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. These skills 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, practise of liaison interpretign skills. B4-5 are achieved in the teaching of B1-3, 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.

C   Cognitive skills
C1-4 and C6-C11 skills are developed through seminar preparation and presentation, group discussion and written assignments. 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, and through written assignments. In the case of language modules, they are developed through communicative skills training. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. 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. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below).

10(c) **Programme Intended**   **Assessment Strategy**
     Learning Outcomes: **and Methods**

A   Knowledge and understanding
Knowledge and understanding of Spanish Language, and Catalan where chosen, (A1) is assessed by written continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations. Outcomes A2-3 and A6-A13 are assessed by essay and/or unseen written examinations of varying durations, oral presentation & video presentation, (requiring independent, critical analysis and application of intellectual models, principles and theories) as required by individual modules. 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   Subject-specific/professional skills
B1-3 are assessed by written continuous assessment and class tests (evaluating student progress) and unseen writtenexamination (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.

C   Cognitive skills
C1-4 are assessed by means of course work (e.g. essays, oral presentations, video presentations) and unseen written examinations. They are also assessed as part of oral examinations. They may also be assessed by dissertation.

D   Key (transferable) skills
D1 is assessed by essay, dissertation 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 and presentation, self-directed language coursework and 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. D8 is assessed in a number of ways including the preparation of written assignments, seminars, and in certain modules which specifically assess IT skills such as website design.

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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 Spanish-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 20 credits of compulsory practical language modules. At Stage 1 these modules are deemed to be core for the purposes of progression to Stage 2. In addition to these 20 credits of practical language, students take further modules to a

credit value of 100 from the range of modules offered at the appropriate stage in that particular academic year in Spanish and in the School of English. Additionally, at Stage 1 only, students take 20 credits of compulsory linguistics modules within the School of Modern Languages and 20 credits of compulsory linguistics from the School of English.

Spanish language teaching is conducted almost exclusively in the foreign language; content courses are taught in a combination of Spanish and English, varying from module to module and from year to year. While most of the modules in Spanish Studies are open to all students at all stages, some, principally in the areas of society, politics and film, have a pre-requisite requiring study of a related course in a previous year.

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 30 credits of language modules, providing knowledge and understanding of the Spanish language and its cultural context and well as the foundations of subject-specific skills (outcome A1, 2, & 4, B1-5) and 40 credits of compulsory linguistics modules. Additionally, students choose further credits from a range of modules in Spanish Studies and the School of Modern Languages and the School of English, including Spanish linguistics, film, literature, society and institutions and a basic grounding in the knowledge and skills required for the study of linguistics; these modules enhance knowledge and understanding of the language and of specialist areas (outcomes A2, A3, A6-A13) as well as providing an introduction for cognitive skills (C1-3, C6-C10) and effective practice in key transferable skills (especially outcomes D1-4).

At Stage 2, 30 credits of language modules are taken, and additional credits are chosen from options available within the School of Modern Languages, including a range of topics in Spanish literature, popular culture, area studies, history, politics, and film and, from Bands 1-3 available in the School of English, general linguistics. Students must study between 40 and 60 credits from modules in linguistics available within the School of Modern Languages (including an introduction to Catalan) and Bands 1-3 in the School of English. 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 are intended to be as broad-ranging as possible to allow informed choices to be made about more specialised final-year options; they develop knowledge and understanding of the Spanish language in relation to specialist areas of study (A2-3) and Linguistics (A6-A13), while at the same time providing a sufficient introduction to critical skills and methodology appropriate to the area (C1-4, C6-11) and further advancing key transferable skills (especially outcomes D1-2, 6-7).

The third year of the course is spent in a Spanish-speaking country. There are three possibilities:
- 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, usually with an EU grant under the Socrates scheme;
- 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 (100 credits) 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 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 (C1-3). Opportunities to practise mediating skills are available through translation and liaison interpreting courses (B3). In the subject area of Spanish Studies, a wide range of more specialised options (including studies in Spanish linguistics, literature, culture, history and politics, and film) takes 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, 6-7) and other modules are available from Bands 2-4 in the School of English (C6-C11). Students are required to take between 40-60 credits from stage 4 linguistics modules offered in the School of Modern Languages and from Bands 2-4 in stage 3 in the School of English. Students writing a dissertation as well as those preparing an extended essay will 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, 6 & 7).

Units of Study

Progression Requirements: see section 15 below
[Codes for Stages 1 and 2 correct as at 15/5/02, as affecting students now on course in Stage 4.]

Stage 1	Com	Core	Opt	Credits	Learning outcomes
SPA171	Y	Y		20	A1, A2, A4, B1, B2, B4, B5, C3, D1, D2, D4
SPA172	Y	N		10	A1, A2, A4, B1, B2, C3, D1, D2
SPA110	Y	N		10	A2, A3, B4, C3, D1, D6
SML112	Y	N		10	A2, A3, B4, C3, D1, D6
ELL101	Y	N		10	A6, A7, C6, D3, D7
ELL102	Y	N		10	A6, A7, C6, D3, D7
ELL130	N	N		10	A6, A7, A11, A13, C8, C9, D1, D3
SPA116	N	N		10	A2, A3, C1, C3, D6, D8
SML110	N	N		10	A2, A3, B1, C2, C3, D1 D6
SML111	N	N		10	A2, A3, B1, C2, C3, D1 D6
SML113	N	N		10	A3, C2, C3 D1, D6
ELL122	N	N		20	A7, A9, A12, C6, C9, C11, D1, D3

	Com	Core	Opt	Credits	Learning outcomes
ELL131	N	N		20	A6, A7, A9, A12, C6, C9, C11, D1, D3

Stage 2	Com	Core	Opt	Credits	Learning outcomes
SPA261	Y	N		20	A1, A4, B1, B2, B3, B4, B5, C1, C3, D1, D2, D4 D6
SPA262	Y	N		10	A1, A2,A4, B1, B2, C3, D1, D2
SPA219	N	N		10	A2, A3, B4, C2, C3, D6

	Com	Core	Opt	Credits	Learning outcomes
SPA221	N	N		20	A1, A2, C1, D1-3, D5
SPA222 & SPA223	N	N		10	A2, A3, B1,C1-3, D6-8
SPA217	N	N		10	A2, A3,C1-4, D1-3, D6-8
FMS203	N	N		10	A2, A3,C1-3, D1, D6-8
FRE233	N	N		10	A2, A3, C1-4, D1-3, D6-8
ELL202	N	N		10	A6, A7, C6-C10, D1, D3
ELL202	N	N		10	A6-A13, C8-C10, D1, D3
ELL359	N	N		10	A6, A7, C6-C10, D1, D3
ELL230	N	N		10	A10, D1, D3
ELL213	N	N		10	A6, A7, A12, C6-C11, D1, D3
ELL378	N	N		10	A7, A9, A12, C6-C12, D1, D3
ELL360	N	N		10	A7, A8, C6-C10, D1, D3
ELL379	N	N		10	A6-A13, C6-C11, C5
ELL395	N	N		20	A11-8, C6-C11, D1, D3
ELL363	N	N		10	A7, A9, A12, C6-C11, D1, D3
ELL204	N	N		10	A6, A7, C6-C10, D1, D3
ELL231	N	N		10	A10, D1, D3, D8
ELL374	N	N		20	A6, A7, C6-C10, D1, D3
ELL222	N	N		10	A7, A9, A12, C6-C11, D1, D3
ELL361	N	N		20	A6-A8, A12, C6-C11, D1, D3, D8
ELL375	N	N		20	A7, A11-A12, C6, C9-C11, D1, D3
ELL364	N	N		20	A6-A7, C8-10, D1, D3
ELL216	N	N		20	A6-A7, C8-C10, D1, D3
ELL365	N	N		20	A10, D1, D3, D8
ELL37	N	N		10	A7, A9, A12, C6-C11, D1, D3
ELL377	N	N		20	C6-C9, D1, D3
ELL244	N	N		10	A6, C7, C12, D1, D3
ELL240	N	N		10	A6, C12, D1, D3
ELL217	N	N		20	A7, A9, A12, C6, C9, C11, D1, D3
ELL380	N	N		10	A6-A9, C6-C9, D1, D3
ELL381	N	N		10	A6-A9, C6-C9, D1, D3

Stage 3	Com	Core	Opt	Credits	Learning outcomes
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

Stage 4	Com	Core	Opt	Credits	Learning outcomes
SPA461	Y	N		20	A1-2, A4, B1-2, B4-5, C1-3, D1, D3-4
SPA401	N	N		20	A2, A3, B1, B5, C1, C2, C3, C4, C5, D1-3, D6-8
LAS401	N	N		20	A2-4, C1-4, D1-8
LAS402	N	N		20	A2-4, C1-4, D1-8
SPA402	N	N		20	A2-4, C1-4, D1-8
SPA499	N	N		20	A2-5, B1, C1-4, D1-8
ELL227	N	N		20	A1-2, A4, A7-8, B1-5, C1-4, D1-11
SEL201	N	N		20	A3, A6-7, A9, C1-3, C6-9, C11,D1, D3, D6-7
SEL203	N	N		20	A6-8, 13, C1-4 ,6-10, D1, D3, D7-8
SEL204	N	N		20	A6-9, A11, A13, B4-5, C1-4, C6-11 D1-8
SEL208	N	N		20	A2, A5, 7-8, B4-5, C1-4, D1-11
SEL209	N	N		20	A6-7, A11, B4, C1-4, C6-11, D1-8
SEL211	N	N		20	A2, A4, ,A6-7, A12, C1-3, C6, C9-11 D1, D6-8

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12   Criteria for Admission:

Please note that this course is no longer admitting students. However, QT19 (Modern Languages with Linguistics) is available.

Admission is to the appropriate level according to qualifications at starting point for each language, which will in turn determine the level of outcome.

GCSEs required
(n/a except in the case of degrees with Accounting, Business or Management Studies, where GCSE Maths grade B is required)

A-Level Subjects and Grades
ABC/BCC at GCE A level with at least grade C in the target language(s).
Applicants with an AS level in the target language(s) (at least grade B) will be considered.

Alternative entry qualifications
BBBB at Higher Grade
Combinations of Highers and Advanced Highers accepted

Admissions policy
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

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13   Support for Students and their Learning:

Induction
An induction programme is held in the first week of the first year to familiarise students with the programme, staff and facilities. There is also further induction at the beginning of each subsequent year.

Study skills support
The Open Access Centre offers a series of Language Learning Skills workshops. The Student resource centre (SELLL) and the Learning and Teaching Support Unit both offer direction to students. The induction programme (see above) also provides Faculty-led sessions on Study Skills and IT for Stage 1 students. The School of Modern Languages 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 of Modern Languages 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. Non-credit bearing language consolidation classes are available to students at Stages 1 and 2 whose history of learning Spanish is shorter or less effective than that of others.

Pastoral support
The School of Modern Languages has two designated pastoral tutors (one female/one male) who provide support with regard to students' general welfare (e.g. finance or accommodation) and other personal problems. All queries of an academic nature should be directed to the DPD who will also represent the students of his programme in their dealings with the university. Tutors 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.
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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 year abroad officer for Spanish 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. Pastoral tutors provide a link between the student and these support facilities. 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. The School has collections of books in its seminar room, including dictionaries, encyclopaedias, and texts on language, literature, history and society. The Spanish seminar room also contains a TV monitor which can receive foreign-language satellite programmes. Further resources are: the SELLL Video Library, Renaissance Studies Room, and Catherine Cookson Archive

There are clusters of computers located in the Robinson Library and the Old Library User Area, on the ground floor of the Old Library Building.

The School of Modern Languages also has access to the facilities of the Language Centre, including the Open Access Centre.

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 in sectional meetings and 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**

Regulation of Assessment
Pass Marks
40

Course Requirements
PROGRESS
The general rule is that before passing 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:[2]
SPA171   Level B Spanish General Language

Stage 1 Non-core Modules

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[2] Under review at the time of writing (June 2002).

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 the120 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

Neither School has 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 30 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

Any failed module that is not subject to compensation must be resat. Resits take place either during the August-September resit period of the academic year in which the modules were failed, or - if the student takes a year out - during the following academic year. Candidates have the right to two resit attempts. Where a Stage 2 Honours module is failed and then resat and pass it, a mark of 40% goes forward to the calculation of the final degree result.

Weighting of Stages

Work undertaken at Stages 2, 3 and 4 counts towards the final award.
Work completed at Stage 4 carries double the weighting of work completed at Stage 2. If the mark gained in SML305 or SML306 at Stage 3 (both 20 credits) is equal to or greater than the average mark from modules taken at Stage 2 within the School of Modern Languages, then the mark from the former will be substituted for the marks gained in the lowest 20 credits of modules taken within the School of Modern Languages at Stage 2 when calculating the degree average and preponderance.

Final Degree Assessment

Students must have modules to a total credit weighting of 360 at stages 2, 3 and 4, of which 240 credits bear marks.
The degree class is determined by the more advantageous of the following:
either (a) the average mark for all modules assessed, <u>or</u> (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), the following conditions must apply:
(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.

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
The next review is planned for November   2004.

Previous QAA Reports
The School of Modern Languages received an 'Excellent' result of 22/24
in the TQA carried out in November 1995. The School of ELLL received an
'Excellent' result 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.
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