Programme Specifications for QT19

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 Modern Languages and Linguistics

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

6	**UCAS Code**	QT19

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

8	**Date of production/revision**	September 2004 Information correct at time of production/revision.

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9   Programme Aims:

The broad educational aims of the MODERN LANGUAGES & 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 Modern Languages 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 the countries in which the languages they are studying are 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 two languages

- 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, politics

- a capacity for particular cognitive skills, such as information gathering, synthesis, and analysis

- 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.

- a knowledge of the main theoretical approaches to linguistic study, of the formal structures of the English language, of the history of the English language, and of linguistic aspects of one or more Modern European languages

- an ability to formulate and evaluate falsifiable theories of linguistic phenomena

- an ability to organise complex data and assess its significance

- a familiarity with the varieties of spoken and written English in the UK and worldwide, and corresponding knowledge of one of more European languages

- 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 typology

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   <u>Knowledge and understanding of</u>

1   the lexis, grammatical structures, registers and usage of two modern languages to BA
         Honours degree. (See statement of standards)

2   aspects of the history, society, culture and linguistic development of the relevant
         countries in East Asia, Europe and Latin America. (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
         of the relevant countries in East Asia, Europe and Latin America. (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 one or more European languages and their relationship to
        other languages

9   varieties of English and one or more European languages 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 and one or more European
        languages are used

13   linguistic typology

B   Subject-specific/professional skills

1   Receptive (reading and listening) and productive (writing and speaking) skills
        in two languages to BA Honours degree standard.

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

The ability to:
1   gather, synthesise and evaluate information.

2   undertake critical analysis.

3   organise and present ideas within the framework of a structured and reasoned argument,
        oral or written.

4   apply appropriate methodologies to specialist areas of study.

5   (for students opting to write a dissertation) - design a research
        project and select and employ appropriate research methodologies.

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

8   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 the modern language (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. 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 the modern language (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 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.

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 and seminars.

11   Programme Curriculum, Structure, and Features:

The programme is studied over four years full-time based on 30 weeks attendance per annum. Students study two of the following languages: Chinese, Japanese, Korean (not available from September 2004), French, German, Portuguese, Spanish. 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 may either spend the whole year in a country where one of the languages studied is spoken, or split the year between two countries where the target languages are spoken. Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 100 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 20 credits in weight, with level A practical language modules and East Asian practical language modules credited at 40 credits, although those undertaken during the intercalary year are 20 and 100 credits.

        At Stage 1 students are required to study 40 credits of compulsory practical language modules for Level A languages and 20 for Level B languages. These language modules must be passed for the purposes of progression to Stage 2.Students are further required to study 20 credits of compulsory linguistics from the School of English and up to 20 credits of optional linguistics from the School of Modern Languages. At Stage 2 students are required to study 40 credits of compulsory language modules for Level B Chinese, Japanese and Korean (not available from September 2004) and 20 credits for all other Level B languages. Students are further required to study between 40 and 60 credits of linguistics options in the School of Modern Languages and the School of English. At Stage 4 students are required to study 40 credits for Level C Chinese, Japanese and Korean and 20 credits for all other Level B and C languages. Students are further required to study between 40 and 60 credits of linguistics options in the School of Modern Languages and the School of English. Students may take further optional modules in the School of Modern Languages from the range of modules offered at the appropriate stage in that particular academic year in the School of Modern Languages and in the School of English to bring their total credit value to 120.

        The compulsory practical language modules are conducted mainly in the foreign language; optional modules are taught in a combination of the target language and English, varying from module to module and from year to year. While most of the modules in the School of Modern Languages 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 study two languages, at least one of which must be at Level B. In the compulsory practical language modules students develop the language skills of reading, writing, listening and speaking as well as following a range of introductory modules; these modules also provide knowledge and understanding of the target 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 within the School of Modern Languages and the School of English, in 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, students study two languages, at least one of which must be at Level C. In addition to the compulsory practical language modules additional credits are chosen from options available within the School of Modern Languages in literature, area studies, history and politics, film, visual arts, media and, from Bands 2-4 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, for those studying French and Spanish, an introduction to Catalan and, for those studying German, an introduction to Dutch) and Bands 2-4 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 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).

At Stage 3 students generally may *either* spend the whole year in a country where one of the target languages is spoken, working as a teaching assistant in a school or college, or studying at a university, or undertaking an approved work placement, *or* split the year between two countries where the target languages are spoken, studying at universities or undertaking approved work placements. However, students wishing to study Chinese or Japanese at Stage 4 are required to spend a complete academic year pursuing courses of study at a university or comparable institution in the relevant country. The School of Modern Languages has a number of Socrates student exchange programmes in France, Germany, Portugal and Spain, as well as informal links with the British Institute in Paris and a number of institutions in Latin America. The School also has a formal link with Renmin University in China, Fukuoka and Kurume Universities in Japan and Kyung Hee University in Korea. 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).

At Stage 4, students study two languages, at least one of which must be at Level D. The language modules at Stage 4 are taught on the basis that students have reached a high (Level C) or very high level (Level D) 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 courses (B3). In the School of Modern Languages a wide range of more specialised options (in area studies, history and politics, film, visual arts, media, literature and linguistics) and other modules available from Bands 2-4 in the School of English (C6-C11) 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, 6-7). 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

Stage 1	**Com**	**Core**	**Opt**	**Credits**	**Learning outcomes**
Level A language modules					A1, A4, B1–5
					C1, D1–3, D5
CHN103–104	Y	Y		40	
JPN103–104	Y	Y		40	
KOR103–104	Y	Y		40	
FRE165–166	Y	Y		40	
GER162–163	Y	Y		40	
POR165–166	Y	Y		40	
SPA165–166	Y	Y		40	
Level B language modules					C1, D1–3, D5
FRE171	Y	Y		20	
GER171	Y	Y		20	
SPA171	Y	Y		20	
Level B linguistics modules					A1–4, C1–2, D1, D3
					D6–8
ELL101	Y			10	
ELL102	Y			10	
SML 119	Y			20	
Level B optional modules					A2–7, 9, 12-13, C1–4, 6, 8-9, D1–8
FRE 117			Y	20	
GER 116			Y	20	
SPA 117			Y	20	
SML 118			Y	20	
SML 120			Y	20	

LAS110			Y	20	
ELL130	N	N		10	
ELL122	N	N		20	
ELL131	N	N		20	

Stage 2					**Learning**
	Com	Core	Opt	**Credits**	**outcomes**
Level B language modules					A1, A2, A4 B1–5, C1, C3, D1–5
CHN201	Y			40	
JPN201	Y			40	
KOR201	Y			40	

Stage 2					**Learning**	
	Com	Core	Opt	**Credits**	**outcomes**	as above
FRE171	Y			20		
GER171	Y			20		
POR261	Y			20		
SPA171	Y			20		

Level B option in linguistics					A1–4, C1–2, C4, D1, D3, D6–8
SML119			Y	20	
Level B optional modules					A2–7, 9, 12-13, C1–4, 6, 8-9, D1–8
FRE 117			Y	20	
GER 116			Y	20	
SPA 117			Y	20	
LAS110			Y	20	
SML118			Y	20	
SML120			y	20	
ELL101	Y			10	

ELL102	Y			10	
ELL130	N	N		10	
ELL122	N	N		20	

ELL131	N	N		20	
Level C language modules					A1, A2, A4; B1–5, C1; C3, D1–6
FRE261	Y			20	
GER261	Y			20	
SPA261	Y			20	
Level C modules in linguistics, vocational translation, Catalan and Dutch					A1–4, B1–5, C1, 5–12, D1, 3, 8

	Com	Core	Opt	Credits	Learning outcomes
FRE 240			Y	20	
GER231			Y	20	
GER234			Y	20	
SPA219			Y	20	
SPA221			Y	20	

Stage 2	Com	Core	Opt	Credits	Learning outcomes
SEL201			Y	20	A14, 7, B1-5, C1-4, D1-11
ELL227			Y	20	A1, 2, 4, 7, 8, B1-5, C1-4, D1-11
SEL203			Y	20	A1-4, 7, B1-5, C1-4, D1-11
SEL204			Y	20	A1-4, 7, 8, B1-5, C1-4, D1-11
SEL208			Y	20	A2, 5, 7, 8, B4, 5, C1-4, D1-11
ELL217			Y	20	A1-4, 7, 8, B1-5, C1-4, D1-11
SEL206			Y	20	A1, 2, 6, 7, B1-5, C1-4, D1-11
SEL209			Y	20	A1, 2, 6, 7, B1-5, C1-4, D1-11
ELL364			Y	20	A1, 2, 6, 7, B1-5, C1-4, D1-11
ELL376			Y	20	A1, 2, 6, 7, 8, B1-5, C1-4, D1-11
SEL211			Y	20	A1, 2, 6, 7, 8, B1-5, C1-4, D1-11

	Com	Core	Opt	Credits	Learning outcomes
Level C optional modules (area studies, film, history, literature, media, politics, visual arts)					A2–4, B1, C1–4, D1–8
FMS205			Y	20	as above
FRE239			Y	20	
FRE241			Y	20	
FRE242			Y	20	
FRE243			Y	20	
GER235			Y	20	
GER236			Y	20	
GER237			Y	20	
GER401			Y	20	
LAS223			Y	20	
SPA224			Y	20	
SPA225			Y	20	

Stage 3	Com	Core	Opt	Credits	Learning outcomes
SML 304	Com			100	A1, A2, A4, B1, B2, B5 D1, D3, D5 D8
SML 305			Opt	20	A1, A2, A3, A4, B1, B2, B4, B5, C1, C2, C3, C4, D1, D3, D4,

	Com	Core	Opt	Credits	Learning outcomes
					D5, D6, D7, D8
SML 306			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
Level C language modules					A1, A2, A4 , B1–5, C1, C3, D1–6
CHN 401	Y			40	
JPN 401Y				40	
KOR 401	Y			40	
FRE261	Y			20	
GER261	Y			20	
POR361–362	Y			20	
SPA261	Y			20	
Level C modules in linguistics, vocational translation, Catalan and Dutch					A1–4, B1–5, C1, 5–12, D1, 3, 8
FRE 240			Y	20	
GER 234			Y	20	
GER231			Y	20	
SPA219			Y	20	
SPA221			Y	20	

	Com	Core	Opt	Credits	Learning outcomes
ELL202			Y	10	
ELL202			Y	10	
ELL359			Y	10	
ELL230			Y	10	

Stage 4	Com	Core	Opt	Credits	Learning outcomes
SEL201			Y	20	
ELL227			Y	20	
SEL203			Y	20	
SEL204			Y	20	
SEL208			Y	20	
ELL217			Y	20	
SEL206			Y	20	
SEL209			Y	20	
ELL364			Y	20	
ELL376			Y	20	
SEL211			Y	20	

	Com	Core	Opt	Credits	Learning outcomes
Level C optional modules (area studies, film, history, literature, media, politics, visual arts) As above					A2–4, B1, C1–4, D1–8

Stage 4	Com	Core	Opt	**Credits**	Learning outcomes
Level D language modules					A1, A2, A4, B1–5, C1–4,C3, D1–3, D5
FRE461		Y		20	
GER461		Y		20	
SPA461		Y		20	

Level D modules in linguistics, Portuguese and Dutch					A1–4, B1–5, C1, 5–12, D1, 3, 8
	Com	Core	Opt	**Credits**	
POR462			Y	20	
FRE240			Y	20	
GER231			Y	20	
GER234			Y	20	
SPA219			Y	20	
GER402			Y	20	
GER404			Y	20	
SML401			Y	20	
SPA401			Y	20	

Stages 2 and 4:
Modules available in the School of English (2003-2004)

Band 2: Topics in Linguistic Theory

	Opt	Credits	Learning outcomes
SEL201 Semantics & Pragmatics	Opt	20	A1-4, 7 B1-5, C1-4, D1-11
ELL227 Sociolinguistics & the Sociology of Language	Opt	20	A1,2,4,7,8, B1-5, C1-4, D1-11

Band 3: Topics in English Language

SEL203 Topics in the Syntax of English	Opt	20	A1-4, 7, B1-5, C1-4, D1-11
SEL204 English Phonology Past & Present	Opt	20	A1-4,7,8 B1-5 C1-4, D1-11

Band 4: Language & Linguistics Options

SEL208 Text & Hypertext	Opt	20	A2,5,7,8, B4,5, C1-4 D1-11
ELL217 English Place-Names	Opt	20	A1-4,7,8, B1-5, C1-4, D1-11
SEL206 Grammar, Language & Mind	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11
SEL209 Child Language Acquisition	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11
ELL364 Optimality Theory	Opt	20	A1,2,5,7 B1-5, C1-4, D1-11
ELL376 Discourse Analysis	Opt	20	A1,2,4,7,8 B1-5, C1-4, D1-11
SEL211 Linguistic Theories & Their Contexts	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11

Stage 4	Com	Core	Opt	**Credits**	Learning outcomes

Level D optional modules (area studies, film, history, linguistics, literature, media, politics, visual arts)			A2–4, B1, C1–4, D1–8
Between 40 and 60 credits from			
FRE240	Y	20	
GER231	Y	20	
GER234	Y	20	
GER235	Y	20	
SPA219	Y	20	
As stage 2 box 3			
FRE401	Y	20	
FRE402	Y	20	
FRE403	Y	20	
FRE404	Y	20	
FRE405	Y	20	
FRE499	Y	20	
GER401	Y	20	
GER402	Y	20	
GER403	Y	20	
GER405	Y	20	
GER499	Y	20	
SML401	Y	20	
SPA401	Y	20	
SPA402	Y	20	
SPA499	Y	20	
LAS401	Y	20	
LAS402	Y	20	

12	**Criteria for Admission:**
	Admissions policy

The programme welcomes applications from both A/AS level candidates and non-standard entrants (Partners Programme candidates, Mature Students, Access Courses). Students to whom offers are made are invited to an open day to meet staff and students and see the School. Attendance is not compulsory.

Admission is to the appropriate level according to qualifications at the starting point, which in turn will determine the level of outcome at the end of the degree course. Chinese, Japanese, Korean (not available from September 2004), French, German, Portuguese and Spanish may all be started *ab initio*.

GCSEs required
(n/a)

A-Level Subjects and Grades
For entry in 2003:
BBC/BCC at A level with at least grade B in the target language(s).
Applicants with an AS level in the target language(s) (at least grade B)

will be considered.
For entry in 2004:
ABC where the candidate wants to do French or Spanish with an A in the target
language or BBB where the candidate wants to do German.

Alternative entry qualifications
ABBBB / BBBBB at Higher Grade, including French, German and/or Spanish.
Combinations of Highers and Advanced Highers accepted

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
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 (ELLS)
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 as well as on dissertations for Stage 2 students, and on essay-writing
for Stage 4 students, as part of induction).

The School conducts three meetings with outgoing stage 2 students about the year
abroad and its requirements.

Academic support
In addition to attending seminars and tutorials, each student is assigned a
degree programme director, who provides individual academic support and
guidance.

Pastoral support

There are two pastoral tutors in the School (one female and one male). 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.
       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 subject 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.

Learning resources
Most of the books, periodicals and other printed materials required by students are housed in the University Library. The subject sections have collections of books in the School seminar rooms, including dictionaries, encyclopaedias, and texts on language, literature, history and society. Each seminar room also contains a TV monitor which can receive foreign-language satellite programmes.

The Instituto Camões de Lingua Portuguesa is a major regional and national resource housed in the School of Modern Languages comprising advanced IT teaching support and a substantial library of printed materials. The Centre provides students with ways of developing their knowledge as well as opportunities to participate in activities of a cultural nature within the fields of Portuguese language and culture

ELLS Video Library
ELLS Renaissance Studies Room
ELLS Catherine Cookson Archive

There is a cluster of computers located in 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

<u>Student evaluations</u>
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.

<u>Feedback Mechanisms</u>
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**

<u>Pass Marks</u>
40

<u>Course Requirements</u>
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.

<u>Stage 1 Core Modules</u>

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 Writing Skills 2
GER 171	Level B German General Language
POR261	Level B Portuguese General Language
SPA171	Level B Spanish General Language

<u>Stage 1 Non-core Modules</u>

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

<u>Stage 2</u>

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 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 SML 306 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 30 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.

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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 School of ELLS 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

The School's website (www.ncl.uk/sml)

QAA Subject Review Report