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 FRENCH STUDIES

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

6	**UCAS Code**	R120

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

8	**Date of revision**	September 2004

9   Programme Aims:

The broad educational aims of the R120 FRENCH STUDIES 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 French modules within an informed advisory framework, as well as the possibility of combining French Studies with another field of study chosen from subjects available to R120 students as outside modules.

- To give students the opportunity to spend time studying or working abroad in a country/countries where the language being studied 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 French language.

- 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 studied within the module options available within the French School 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

- knowledge and understanding of fields of study optionally chosen as 'outside subjects' at Stage 1 of R120

- 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 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 French language to
         Degree Level (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.

B   <u>Subject-specific/professional skills</u>
1   Receptive (reading and listening) and productive (writing and speaking) skills
         in French language 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.

C   <u>Cognitive skills</u>
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.

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 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 Learning Outcomes:**	**Teaching and Learning Methods and Strategies**

A   Knowledge and understanding

The primary means of imparting knowledge and understanding of French Language (A1) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction. In the case of A2-A3, 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. 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, 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 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 French 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 are assessed by essay and/or unseen written examination, oral presentation & video presentation, (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   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.

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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 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.   Modules are 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 take a compulsory 20-credit practical language module; at Stage 1 this is a 'core' module. At Stages 1, 2 and 4, students also take further optional modules to a credit value of 100 from the range offered at the appropriate stage in that particular academic

year. The modules available at Stages 2 and 4 are those taught in the French section and certain other School of Modern Languages modules. At Stage 1, a student must take approved modules worth 20 or 40 credits taught in another section or School (usually chosen from the options offered within the BA with Honours in Combined Studies).

French language teaching is conducted mainly in French; content courses are taught in a combination of French and English, varying from module to module and from year to year. Most modules are open to all students at the relevant Stage.

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 a 20-credit language module, providing knowledge and understanding of the French language and its cultural context and well as the foundations of subject-specific skills (outcome A1, 2, & 4, B1-5); students choose additional credits from a range of modules within the French section and the School of Modern Languages, including linguistics, film, literature, society and institutions; 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, a 20-credit language module is taken, and additional credits are chosen from options including a range of topics in French literature, area studies, history and politics, film, visual arts, media and linguistics. 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), 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).

The third year of the course is spent in a French-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 module at Stage 4 is 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 courses (B3). More specialised options (including studies in French literature, area studies, history and politics, film, visual arts, media and linguistics) 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). 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**
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
OUTSIDE	N	N		<40	

Stage 2	Com	Core	Opt	**Credits**	**Learning outcomes**
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
FMS205	N	N		20	A3, C2, C3 D1, D6

Stage 3	Com	Core	Opt	**Credits**	**Learning outcomes**

	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**	
FRE461	Y	N		20	A1-2, A4, B1-5, C1-3, D1-4	
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	
FMS205	N	N		20	A3, C2, C3 D1, D6	
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
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

12   Criteria for Admission:

For admission in autumn 2005:-

GCSEs required

Not applicable

A-Level Subjects and Grades
ABC/BBB at GCE A level, normally with grade A in French
Applicants with an AS level in French (grade A)
will be considered.

Alternative entry qualifications
AABBB/BBBBB 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

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

Induction
An induction programme in the first week of the first year introduces the programme, staff and facilities to students. There is further induction at the beginning of Stages 2 and 4.

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, each student may approach his or her degree programme director for individual academic support and guidance.

Pastoral support
Students may seek help with personal problems from the School's two pastoral officers. For academic purposes, the degree programme director acts as personal tutor to all students enrolled for his or her programme. Contact may be made 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. Before Stage 3, students receive guidelines 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 French section's 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 staff provide links between the student and the disability 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 sections have collections of books held in the 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.

A cluster of computers is located in the Old Library User Area, on the ground floor of the Old Library Building. The School 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). Modules with an overall score under 3.6 or with a return rate below 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 keep the programme up to date.

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 annual Stage questionnaires.

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**

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:

FR171   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 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

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, a mark of 40% is awarded for the module and is used in calculating the final degree result.

<u>Weighting of Stages</u>

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.

<u>Final Degree Assessment</u>

 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, **<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), 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.)

<u>Common Marking Scheme</u>

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

<u>Role of the External Examiner</u>

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
     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

This specification covers 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