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

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

3	**Final Award**	BA (Hons)

4	**Programme title**	French and Business Studies

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

6	**UCAS Code**	RN11

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

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

9	**Programme Aims:**

The broad educational aims of the RN11 FRENCH AND BUSINESS 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 enable the study of organisations, their management and the changing external environment in which they operate.

- To prepare students for a career in business and management

- 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 French and Business Studies within an informed advisory framework

- To give students the opportunity to spend time studying or working in France.

The programme aims to produce graduates with the following qualities:

- proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in the 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: area studies, cultural studies, film, history, linguistics, literary studies, politics in the French speaking world, as well as a knowledge and understanding of the role and problems of business in a global context, especially the French-speaking world
- a capacity for particular cognitive skills, such as information gathering, synthesis, and analysis

- familiarity with a multidisciplinary 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 statement for Languages and related Studies as well as the criteria for an honours degree laid down in the QAA's national Qualifications Framework.

10(a)   Programme Intended Learning Outcomes:

A   Knowledge and understanding of

1. the lexis, grammatical structures, registers and usage of French to BA Honours degree level. (See statement of Standards)

2. aspects of the history, society, culture and linguistic development of the French speaking world within Europe see section 11.

3. certain areas of specialist study, according to module selection, in cultural studies film, history, language, linguistics, literary studies and politics of the French speaking world See section 11

4. an appreciation of the internal diversity of the French-speaking world 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 French studies

6. core business areas (finance, economics, marketing, organisational behaviour/ human resource management) as subjects of academic study and as practical activities.

7. how to evaluate critically ideas, concepts and practices related to business and management.

8. the business environments and the institutions including business firms, governments, international organisations and the markets in which businesses operate.

9. through optional modules knowledge and understanding of specialist areas within business

B   Subject-specific/professional skills

1. Receptive (reading and listening) and productive (writing and speaking) skills in French 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. Study skills for independent language learning.

6. Quantitative skills required for managing in a business environment

7. Critical analytical skills to relate theory to practice

8. Analysis of business information and operations for management decision making

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, reasoned and informed 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.

6. Problem solving within the context of business and management

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.

9. Numeracy and computer literacy

10. Initiative and adaptability.

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 the modern 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, take-home tasks the preparation of presentations and/or reports. 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. Students are facilitated to read research articles, take part in student-centred projects, business games and analysis of case studies during their progression over the three stages (A6-,A8)

| 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 he year abroad. B3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; reading for gist exercises; summary and evaluation of texts in French, working in French. |

B4-5 are achieved in the teaching of B1-3, and further enhanced by study skills sessions as detailed in section 13 (below) 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.. Self-access language learning is also encouraged in order to further both   B4 and B5. Learning outcomes B6-B8 are achieved via lectures where these skills are demonstrated and then followed up in seminar groups. These sessions are essential to enable students to practice and master the requisite quantitative and analytical skills.

| 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. C6 cognitive skills are initially developed by encouraging students to prepare and give presentations at seminars relating to particular business problems, and later Later, students through student-centred project work and analysis of current research in seminars and tutorials.

| 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). IT and numeracy are also delivered as specific modules (D8-9). Team working skills are seen as an essential part of students learning on management programmes and these are developed through group based activities both inside and outside seminar times (D4). Students develop their time management skills through time constrained activities in class and through set work for seminars. Business games allow students to develop initiative and adaptability (D10).

10(c)	Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A	Knowledge and understanding	Knowledge and understanding of French (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. Outcomes A1- A6 are assessed by

unseen exams and various forms of coursework – essays requiring critical analysis, business reports, case studies, software development, presentations and dissertations.

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. Business- specific skills are assessed by unseen examinations (B6), projects (B7)and case studies and presentations (B8).
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 (C5). Cognitive skills relating to C6

are assessed by essays, projects and unseen examinations

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 certain IT skills. IT (D8) is assessed through portfolio work at

Stage 1 and systems building at Stage 2 and 3. Numeracy (D9) is assessed through project work and unseen examination. D10 is assessed as part of course work and group work.

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

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

or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger modules are proportionately heavier in their work content. Modules are generally 10 or 20 credits in weight.

In each of Stages 1, 2 and 4 students are required to take a 20-credit practical language module, which counts as a core module in Stage 1. Additionally, students take further modules to a credit value of 40 from the range of modules offered at the appropriate stage in that particular academic year in French, and a further 60 credits made up of modules in Business Studies. In Stage 2 and in Stage 4, a student may take up to 60 (rather than 40) additional credits in French, and correspondingly fewer in Business Studies.

Language teaching is conducted almost exclusively in French; content courses are taught in a combination of French and English, varying from module to module and from year to year. While most of the modules are open to all students at all stages, some 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 20 credits of language modules, providing knowledge and understanding of the French language and its cultural context as 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). In Business Studies, the programme provides the students with a general foundation in the main disciplines of management including accounting, IT, quantitative techniques, economics, marketing, organisational behaviour within the context of a social science faculty.

At Stage 2, 20 credits of language modules are taken, and additional credits are chosen from options including a range of topics in French literature, history and politics and film. 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). In Business Studies, Stage 2 focuses on the business operations and systems of organisations as well as human resource management. This is complemented by a more in depth understanding of organisational behaviour. Students may select options at Stage 2 which allow them to begin to specialise in certain management areas, and develop entrepreneurial skills.

The third year of the course is spent in a French-speaking country. There are three possibilities:

- 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).
-- working as an English Language Assistant in a school (paid an allowance which is sufficient to live on);

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 skills, knowledge and understanding in the area of Business Studies and 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 (C2-3). Opportunities to practise mediating skills are available through translation courses (B3). A wide range of more specialised options 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). In Business Studies, students take a 20-credit dissertation that allows them to further their independent learning and research skills, and have a further 20-40 credits of options that allow further specialisation in the subjects of their choice.. Options include accounting and finance, E-business, Information systems management, advanced marketing, public sector management and critical management studies

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
BUS101	y			20	A5,A8,C6, D10
BUS105	y			20	B6, C 1-4, D 1-8
ACC101	y			20	A5,A7,B6,C6, D10

Stage 2	Com	Core	Opt	**Credits**	D1, D6 **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

	Com	Core	Opt	Credits	Learning outcomes
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
ACC 205	Y	N		20	B6, C1-4, D1-8
BUS219	Y	N		20	B6, C1-4, D1-8
ACC203			Y	20	*
ACC207			Y	20	*
ACC221			Y	20	*
AEF115			Y	20	*
BUS212			Y	10	*
BUS213			Y	10	*
BUS214			Y	20	*
BUS217			Y	20	*
MMM210			Y	20	*

* B6, C1-4, D1-8, depending on modules selected.

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**
FRE461	Y	N		20	A1-2, A4, B1-5, C1-3, D1-4

FRE 402	N	N	20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8
FRE 403	N	N	20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8
FRE404	N	N	20	A2, A3, C1, C2, C3, C4, D1, D2, D6-8
FRE405	N	N	20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8
FRE407	N	N	20	A2-4, B1, C1-4, D1, D3, D5-8
FRE 408	N	N	20	A2, A3, B1, C1, C2, C3, C4, D1-3, D6-8
FRE499	N	N	20	A2, A3, A5, B1, B4, C1, C2, C3, C4, C5, D1, D3, D6-8

ACC301		Y	20	*
ACC302		Y	20	*
ACC306		Y	20	*
ACC308		Y	20	*
ACC309		Y	20	*
ACC316		Y	20	*
AEF301		Y	10	*
AEF306		Y	10	*
BUS302		Y	20	*
BUS304		Y	20	*
BUS316		Y	20	*
BUS322		Y	10	*

*B6, C1-4,D1-8, according to modules selected

12   Criteria for Admission:

For entry in autumn 2005

<u>GCSEs required</u>

GCSE Maths grade B

<u>A-Level Subjects and Grades</u>

ABC/BBB at GCE A level, normally with grade A in French.

<u>Alternative entry qualifications</u>

ABBBB / BBBBB, normally with grade A in French. Combinations of Highers and Advanced Highers accepted

<u>Admissions policy</u>

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

<u>Arrangements for non-standard applicants</u>

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

<u>Any Additional Requirements</u>

n/a

13   Support for Students and their Learning:

<u>Induction</u>

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 induction programme (see above) also provides Faculty-led sessions on Study Skills and IT for Stage 1 students. The School itself organises a session on oral presentations for Stage 2 students, and on essay-writing for Stage 4 students, (as part of induction).
There is a compulsory Year Abroad Workshop organised jointly by the Careers Service and the School at the end of Stage 2.

Academic support

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

Pastoral support

For help with personal problems, students may consult either of the two pastoral officers in the School of Modern Language. Pastoral officers and degree programme directors may be contacted in person or by email. The undergraduate handbook makes students aware of support provided within the School, and the existence of university services such as Student Counselling.
Prior to going abroad, guidelines are issued on living and studying abroad, and a meeting is organised between outgoing students and those finalists who have recently completed their year abroad. A week-long course for students who will be working as English Language assistants is organised during the last week of the summer term.
During the year abroad the sectional year abroad officer maintains regular email-based contact with the students, working in tandem with his-her counterpart at the host institution. Where possible, the year abroad officer also visits students whilst they are abroad.

Support for Special Needs

The Disability Unit offers advice and support regarding the particular needs of individual applicants. Appropriate members of academic staff provide a link between the student and these support facilities. 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 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.

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

There is a cluster of computers located in the Old Library User Area, on the ground floor of the Old Library Building.

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

Module reviews

Modules are reviewed every three years (students complete feedback questionnaires). Modules with an overall score of less than 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 maintain the currency of the programme.

External examiner reports

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

Accreditation reports

n/a

Student evaluations

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

Feedback Mechanisms

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

Faculty and University Review Mechanisms

Biennial Degree Programme Review.

Internal Subject Review.

15   Regulation of Assessment

Pass Marks
40

Course Requirements
PROGRESS

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

Stage 1 Core Modules

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

Weighting of Stages

Assessments undertaken at Stages 2, and 4 count towards the final award.
Any module assessed at Stage 4 carries double the weighting of a module assessed at Stage 2; in effect, therefore, Stage 2 overall counts for 120 credits, Stage 4 for 240.

If it is to the student's advantage, the mark gained in SML305 or SML306 at
Stage 3 (both 20 credits) will be substituted for the marks gained in the lowest 20 credits of modules taken within the School of Modern Languages at Stage 2. The substitute mark will be used when calculating the degree average and preponderance.

Final Degree Assessment   (NB The rules in this section are being revised.)

Students must have taken 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, *or* (b) by the number of
marks the student has in the lower and higher classes. For the student to be awarded the higher class of degree under (b), the following conditions must apply:
(i)   the student must have at least half of their modules in the higher class;
(ii)   their 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)   the student must not have more than one sixth of their modules in classes that are
          two or more classes below the proposed final class.

Honours marks are based on the following University scale:

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:

<u>Professional Accreditation Reports</u>

n/a

<u>Internal Review Reports</u>

Internal Subject Review carried out in 1995 The next review is planned for November 2004.

<u>Previous QAA Reports</u>

The School of Modern Languages received an excellent result of 22/24 in the TQA carried out in November 1995. The Business School received a Vote of Confidence in the QA Developmental Engagement carried out in February 2004.

17   Other sources of Information
This specification describes the main features of the programme and 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   QSU