

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	BA (Hons)
4	Programme title	German and Business Studies
5	Programme Accredited by:	n/a
6	UCAS Code	RN21
7	QAA Subject Benchmarking Group(s)	Languages and related studies, area studies, management and business
8	Date of production/revision	April 2004
9	Programme Aims:	<p>The broad educational aims of the RN21 GERMAN AND BUSINESS STUDIES programme are:</p> <ul style="list-style-type: none"> - 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 German and Business Studies within an informed advisory framework - To give students the opportunity to spend time studying or working in either the Federal Republic of Germany or Austria. <p>The programme aims to produce graduates with the following qualities:</p> <ul style="list-style-type: none"> - proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in the German 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 German speaking world, as well as a knowledge and understanding of the role and problems of business in a global context, especially the German-speaking world - 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.

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 German to BA Honours degree level
2. aspects of the history, society, culture and linguistic development of the German speaking world within Europe
3. certain areas of specialist study, according to module selection, in cultural studies film, history, language, linguistics, literary studies and politics of the German speaking world
4. an appreciation of the internal diversity of the German-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 German 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 German 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.
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 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.
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 word processing, 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
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A Knowledge and understanding	
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The primary means of imparting knowledge and understanding of the modern German language (A1) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction.	
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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 the year abroad. B3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; reading for gist exercises; summary and evaluation of texts in German, working in German.

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. 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	<p>Knowledge and understanding of German (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 6-8000 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.</p>
B Subject-specific/professional skills	<p>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 and speaking 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).</p>
C Cognitive skills	<p>C1-4 are assessed by means of coursework (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</p>
D Key (transferable) skills	<p>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.</p>

11 Programme Curriculum, Structure, and Features:
<p>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 German-speaking country. Each year or stage requires the study of modules with a total credit value of 120. 10 credits of module study</p>

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 generally 10 or 20 credits in weight, although those undertaken during the intercalary year are 20 and 100 credits.

In each of Stages 1, 2 and 4 students are required to study 20 credits of compulsory practical language modules. At Stage 1 these modules are deemed to be core for the purposes of progression to Stage 2. In addition to these 20 credits of practical language, students take further modules to a credit value of 40 from the range of modules offered at the appropriate stage in that particular academic year in German, and a further 60 credits made up of modules in Business Studies.

German language teaching is conducted almost exclusively in the foreign language; content courses are taught in a combination of German 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 (medieval studies and Dutch) 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 German 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 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 German literature, history and politics, film, linguistics as well as an option in Dutch. 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 German-speaking country. There are two 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).

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 (including studies in German literature, area studies, history and politics, film, and linguistics as well as an advanced course in Dutch) 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 have a further 40-60 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			Credits	Learning outcomes	Progression Requirements
	Com	Core	Opt			
Stage 1						
GER171		Y		20	A1, A2, A4, B1, B2, B3, B4, B5, C3, D1, D2, D3, D4, D5	
GER116			Y	20	A2, A3, A4, C1, C2, C3, D1, D3, D6, D7, D8	
SML118			Y	20	A2, A3, C1, C2, C3, D1, D2, D3, D4, D6, D7, D8	
SML119			Y	20	A1, A2, A3, A4, C1, C2, C4, D1, D3, D6, D7, D8	
SML120			Y	20	C1, C2, C3, C4, D1, D2, D3, D6, D7, D8	
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						
GER261	Y			20	A1, A2, A4, B1, B2, B3, B4, B5, C3, D1, D2	
GER234			Y	20	A1, A2, A3, A4, C1, C2, C3, C4, D1,	

GER235		Y	20	D3, D6, D7, D8 A1, A2, A3, A4, C1, C2, C3, D1, D2, D3, D4, D6, D7, D8
GER236		Y	20	A2, A3, A4, B1, C1, C2, D1, D2, D3, D6, D7, D8
GER237		Y	20	A2, A3, B1, C1, C2, C3, D1, D2, D4, D6, D7, D8
GER231		Y	20	A3, B1, B2, B3, B4, B5, D1, D2, D3, D5, D8
FMS205		Y	20	C1, C2, C3, C4, D1, D2, D3, D6, D7 D8
GER401		Y	20	A2, A3, A4, B1, C1, C2, D1, D2, D3, D6, D7, D8
ACC205	Y		20	A5, A7, B6, C6, D10
BUS201	Y		20	A5, A8, C6, D10
ACC203		Y	20	A9, B8, C6, D10
ACC206		Y	10	A9, B8, D10
ACC207		Y	20	A9, B6, C6, D9, D10
ACC213		Y	10	A9, B8, D10
ACC214		Y	10	A9, B8, D10
AEF115		Y	20	A5, A8, D9
BUS206		Y	20	A9, A5, D9, D10
BUS212		Y	10	A5, A8, C6, D10
BUS213		Y	10	A5, B7, D10
BUS214		Y	20	A5, A7, A5, B7, D9, D10
BUS215		Y	20	A5, A8, B8, D10
<i>New additions:</i>				
BUS219	Y		20	
ACC221		Y	20	
PSY322		Y	20	
BUS217		Y	20	
MMM210		Y	20	
Stage 3				
SML301	Com		100	A1, A2, A5, B1, B2, B5 D1, D3, D5 D8
SML302	Opt		20	A1, A2, A3, A5, B1, B2,

SML303	Opt		20		B4, B5, C1, C2, C3, C4, D1, D3, D4, D5, D6, D7, D8 A1, A2, A3, A5, B1, B2, B3, B4, B5, C1, C2, C3, C4, D1, D2, D3, D5, D6, D7, D8
	Com	Core	Opt	Credits	Learning outcomes
Stage 4 GER461	Y			20	A1, B1, B3 B4, B5, C1, C2, C3, D1, D2, D3, D4 D5, D6, D8
GER235			Y	20	A1, A2, A3, A4, C1, C2, C3, D1, D2 D3, D4, D6, D7, D8
GER402			Y	20	A1, A2, A3 A4, C1, C2 C4, D1, D3, D6, D7, D8,
GER401			Y	20	A2, A3, A4, B1, C1, C2, D1, D2, D3, D6, D7, D8
GER403			Y	20	A2, A3, B1, C1, C2, C3, D1, D2, D3, D4, D6, D7, D8
GER404			Y	20	A3, B1, B2, B3, B4, B5, D1, D2, D3, D5, D8
GER405			Y	20	A2, A3, A4, B1, C1, C2, D1, D2, D3, D6, D7, D8
SML401			Y	20	B2, B3, B4, B5, C1, C2, C3, D1, D3 D6, D7, D8
GER499			Y	20	A2, A3, A5, B1, C1, C2, C3, C4, C5, D1, D3, D6, D7, D8

ACC301	Y	20	A5,A7,A8,A5, D10
ACC302	Y	20	A9,B6,B7,B8, D10
ACC305	Y	10	A5,A7,A8,A5, D10
ACC306	Y	20	A5, A7,A5, D10
ACC307	Y	20	A5, A7,A5, D10
ACC309	Y	20	A9,B6,B7,B8, D10
AEF334	Y	10	A5,A7,A5,B7,D9, D10
AEF337	Y	10	A5, A7,A5, D10
AEF338	Y	10	A9,B6,B7,B8, D10
BUS301	Y	20	A5,A7,A5,B7,D9, D10
BUS302	Y	20	A5,A7,A8,A5, D10
BUS303	Y	20	A9,B6,B7,B8, D10
BUS304	Y	20	A5,A7,A5,B7,D9, D10
BUS316	Y	20	A5,A7,A5,B7,D9, D10
<i>New additions:</i>			
ACC316	Y	20	
ACC308	Y	20	
BUS322	Y	20	

<p>12</p> <p>Criteria for Admission:</p> <p><u>GCSEs required</u></p> <p>GCSE Maths grade B</p> <p><u>A-Level Subjects and Grades</u></p> <p>ABC/BBB at GCE A level.</p> <p><u>Alternative entry qualifications</u></p> <p>BBBB at Higher Grade Combinations of Highers and Advanced Highers accepted</p> <p><u>Admissions policy</u></p> <p>The programme welcomes applications from both A level candidates and non-standard entrants (Partners Programme candidates, Mature Students, Access Courses)</p> <p><u>Arrangements for non-standard applicants</u></p> <p>Non-standard applicants may be invited to interview depending on their qualifications and/or experience. Each application will be considered on its own merits.</p> <p><u>Any Additional Requirements</u></p>
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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 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 3 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

The School of Modern Languages' Pastoral Tutor and the individual 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 departmental 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. The School of Modern Languages has its own Disability Officer who provides a link 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 Schools have collections

of books in some departmental seminar rooms, including (in the School of Modern Languages) dictionaries, encyclopaedias, and texts on language, literature, history and society. Each modern languages seminar room also contains a TV monitor which can receive foreign-language satellite programmes.

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

There 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). Failing modules (with an overall score of less than 3.6) or modules with a return rate of less than 60 per cent are automatically reviewed the following year.

Programme reviews

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

External examiner reports

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

Accreditation reports

n/a

Student evaluations

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

Feedback Mechanisms

Staff-student committee meetings are held once per semester. The minutes

are reviewed at the Board of Studies in the presence of student representatives.

Faculty and University Review Mechanisms

Biennial Degree Programme Review.

Internal Subject Review.

15 Regulation of Assessment

Pass Marks

40

Course Requirements

PROGRESS

The general rule is that before passing from one Stage of the degree programme to the next the student 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 the student proceeds to Stage 2:

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Stage 1 Non-core Modules

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

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

Stage 2

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

- (i) the modules have a total credit value of no more than 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. The student has the right to two resit attempts. Regardless of the mark achieved at the resit, a mark of 40% is submitted for the calculation of the student's 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 Stages 2 and 3. If the mark gained in SML302 or SML303 at Stage 3 (both 20 credits) is equal to or greater than the average mark from modules taken at Stage 2 within the School of Modern Languages, then the mark from the former will be substituted for the marks gained in the lowest 20 credits of modules taken within the School of Modern Languages at Stage 2 when calculating the degree average and preponderance.

Final Degree Assessment

Students must have 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.

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

17 Other sources of Information

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 Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

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

QAA Subject Review Report