

Newcastle Programme Specification

Programme withdrawn 2002/03

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 & LINGUISTICS *
5	Programme Accredited by:	n/a
6	UCAS Code	RQ21
7	QAA Subject Benchmarking	
	Group(s)	Languages and related studies, area studies,
8	Date of production/revision	June 2004

* Last intake of students for this programme was 2002/03

<p>9 Programme Aims:</p> <p>The broad educational aims of the GERMAN & LINGUISTICS 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 provide students with knowledge and skills that prepares them for further intellectual development and further study.- To provide a flexible programme of study through variety of student choice in modules in German within an informed advisory framework and to combine this with the study of Linguistics.- To give students the opportunity to spend time studying or working abroad in a country/countries where German is spoken. <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 French languages.- Competence in a range of key skills, including oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning, and IT skills.- Knowledge and understanding of a selection of the following studied within the module options available within the German Department: area studies, cultural studies, history, linguistics, literary studies, politics- A capacity for particular cognitive skills, such as information gathering, synthesis, and analysis- Familiarity with an interdisciplinary approach to learning, thereby stretching the mind and stimulating the imagination.- The linguistic competence and expertise to enable them to operate in organisations with an international dimension.- A knowledge of the main theoretical approaches to linguistics study, of the formal structures of the English language, of the history of the English language.- An ability to formulate and evaluate falsifiable theories of linguistic phenomena-- An ability to organise complex data and assess its significance- A familiarity with the varieties of spoken and written English in the UK and worldwide- A metalinguistic awareness of their native language both for itself and in aid of appreciating the structure of other languages

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-	An awareness of the social and stylistic significance of linguistic variants
-	An awareness of the variety of languages and of linguistic typology
The programme aims to meet fully the requirements of the Quality Assurance Agency (QAA) Benchmark statements for Languages and Related Subjects and Linguistics as well as the criteria for an honours degree laid down in the QAA's national Qualifications Framework.	
10(a) Programme Intended Learning Outcomes:	
A	Knowledge and understanding of
1	the lexis, grammatical structures, registers and usage of German language to Degree Level.
2	Aspects of the history, society, culture and linguistic development of a country or countries where the language is used.
3	Certain areas of specialist study, according to module selection, in, area studies, cultural studies, history, language, linguistics, literary studies and politics of a country or countries where the language is used.
4	Intercultural awareness and understanding (an appreciation both of internal diversity and of transcultural connectedness of cultures).
5	For students opting to write a dissertation an in-depth knowledge, appropriate to undergraduate level, of a self-chosen aspect of study.
6	The nature of human language.
7	Essential linguistic terminology and methodology.
8	The structure of English and its relationship to other languages.
9	Varieties of English and the geographical, social and contextual factors which produce them.
10	Computational models of language.
11	The intellectual context in which the English language is used.
12	Linguistics typology.
B	<u>Subject-specific/professional skills</u>
1	Receptive (reading and Listening) and productive (writing and speaking) skills in German language to Degree Level.

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- 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 Self-study skills for language learning.

C Cognitive skills

- 1 The ability to gather, synthesise and evaluate information.
- 2 The ability to undertake independent, critical analysis.

- 3 The ability to organise and present ideas within the framework of a structured and reasoned argument, oral or written.
- 4 The ability to apply appropriate methodologies to specialist areas of study.
- 5 For students opting to write a dissertation – the ability to design a research project and select and employ appropriate research methodologies.
- 6 address specific analytical issues in a linguistic context.
- 7 collect, analyse and evaluate data relevant to the analysis of specific linguistic phenomena.
- 8 evaluate theories about language and their application to particular languages.
- 9 assess theories and descriptions of language critically.
- 10 compare, contrast and evaluate competing linguistic theories.
- 11 locate the above issues in a broader intellectual, scientific and social context.

D Key (transferable) skills

- 1 The ability to communicate clearly and effectively, both orally and in writing.
- 2 Oral presentation skills.
- 3 Organisational skills: the ability to manage one's time, make plans and set priorities in order to achieve an objective.
- 4 Interpersonal skills: the ability to work creatively and flexibly with others as part of a team, and, in the case of the intercalary project, the ability to conduct an effective interview.
- 5 The ability to adapt and to operate effectively within a different cultural environment.

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| 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, database, 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	
	<p>The primary means of imparting knowledge and understanding of German Language (A1) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction. In the case of A2-A3 and A6-A13, knowledge and understanding are generally conveyed through lectures and seminars which guide students towards independent reading and enable students to self-assess and develop their learning through group discussion. These are supplemented by practicals and workshops where appropriate in particular modules. A4 is developed initially within the communicative language training framework and is further enhanced during the student' 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.</p>	
B	Subject-specific/professional skills	
	<p>Learning outcomes B1-2 are achieved via communicative, student-centred skills training, (e.g. developing and practising reading skills, enhancing listening skills through language laboratory work, analysing and practising different writing skills, and conducting oral discussion and presentation, both individually and as part of a team), and formal grammar instruction (e.g. guided study, drills and exercises, and use of IT resources). B1-2 skills may be further enhanced by delivery of specified modules in the target language. These skills are developed and consolidated during the year abroad. B3 is achieved by guided translation into and out of the target language, and analysis of translation techniques. B4-5 are achieved in the teaching of B1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-assess language learning is also encouraged in order to further both B4 and B5.</p>	
C	Cognitive skills	
	<p>C1-4 and C6-C11 skills are developed through seminar preparation and presentation, group discussion and written assignments. C5 is developed through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.</p>	
D	Key (transferable) skills	
	<p>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 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).</p>	

10(c)	Programme Intended Learning Outcomes	Assessment Strategy and Methods
A	Knowledge and understanding	<p>Knowledge and understanding of German Language (A1) is assessed by written continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations. Outcomes A2-3 and A6-13 are assessed by essay and/or unseen written examinations of varying durations, oral presentation & video presentation, (requiring independent, critical analysis and application of intellectual models, principles and theories) as required by individual modules. Outcome A4 is assessed during the year abroad by a personal learning record, and in some cases an intercalary project. Outcome A5 is assessed by a dissertation of at least 6000 words.</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.</p>
C	Cognitive skills	<p>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.</p>
D	Key (transferable) skills	<p>D1 is assessed by essay, dissertation and unseen examination, (written communication), while both D1 and D2 are assessed via assessed seminar presentations and oral examinations (oral communication), D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes. D4 is assessed via team presentations and projects (including the intercalary project, which involves a transcribed interview). D5 is assessed via the personal learning record produced during the year abroad. D8 is assessed in a number of ways including the preparation of written assignments, seminars and in certain modules which specifically assess IT skills such as website design.</p>

<p>11 Programme Curriculum, Structure, and Features:</p> <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.</p> <p>Each year or stage requires the study of modules with a total credit value of 120. 10 credits of module study represent 100 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger</p>
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modules are proportionately heavier in their work content. Modules are generally 20 or 10 credits in weight, although those undertaken during the intercalary year are 20 and 100 credits.

In each of Stage 1, 2 and 4 students are required to study 20 credits of compulsory practical languages modules. At Stage 1 these modules are deemed to be core for the purposes of progression to Stage 2. In addition to these 20 credits of practical language, students take further modules to a credit value of 100 from the range of modules offered at the appropriate stage in that particular academic year in the School of Modern Languages and in the School of English. Additionally, at Stage 1 only, students take 20 credits of compulsory linguistics modules from the School of English.

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

At Stage 2, 20 credits of language modules are taken, and additional credits are chosen from options available within the School of Modern Languages, including a range of topics in German literature, history and politics, and from Bands 2-4 available in the School of English, general linguistics. Students must study between 40 and 60 credits from modules in linguistics available within the School of Modern Languages (including an introduction to Dutch) and Bands 2-4 in the School of English. Students continue to develop the language skills of reading, writing, listening, speaking and translation; language modules are designed to develop these skills in preparation for the forthcoming Year Abroad (outcome A1, 2, & 4, B1-5), practise cognitive skills in the target language (C1-3) as well as key transferable skills (D1, 2, 4 & 6). The optional modules are intended to be as broad-ranging as possible to allow informed choices to be made about more specialised final-year options; they develop knowledge and understanding of the German language in relation to specialist areas of study (A2-3) and Linguistics (A6-A13), while at the same time providing a sufficient introduction to critical skills and methodology appropriate to the area (C1-4, C6-11) and further advancing key transferable skills (especially outcome D1-2, 6-7).

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

- working as an English Language Assistant in a school, (paid an allowance which is sufficient to live on);
- pursuing a course of study at a university, usually with an EU grant under the Socrates scheme;
- employment in an approved work placement (varying rates of pay)

The Year Abroad is fully accredited and assessment is by means of a personal learning record (100 credits) plus either an intercalary project (20 credits) or marks achieved at the host university (to a total of 20 credits). While all aspects of knowledge, understanding and language skills will be developed during Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding (A4), for developing self-study skills for language learning (B5), for developing organisational and interpersonal skills (D3-5); students preparing a dissertation will have the opportunity to develop knowledge and cognitive skills in this area too (A5, C5).

The language modules at Stage 4 are taught on the basis that students have reached a very high level of competence during their year abroad. The emphasis now is on sophisticated use of language in all skills (A1,2 & 4, B1-5) as well as the cognitive abilities of analysis and structured argumentation (C1-3). Opportunities to practise mediating skills are available through translation courses (B3). In the School of Modern Languages a wide range of more specialised options (including studies in German literature, history and politics, 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, 607) and other modules are available from Bands 2-4 in the School of English (C6-C11). Students are required to take between 40-60 credits from Stage 4 linguistics modules offered in the School of Modern Languages and from Bands 2-4 in Stage 3 in the School of English. Students writing a dissertation as well as 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
GER171		Y		20	A1,A2,A4, B1,B2,B3, B4,B5,C3, D1,D3,D4,
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	N		20	A1,A2,A3, A4,C1,C2, C3,D1,D3, D7.D8

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SML120		Y		20	C1,C2,C3. C4,D1,D2. D3,D6,D7, D8
ELL101	Y	N		10	A6,A7,C6 D3,D7
ELL102	Y	N		10	A6,A7,C6 D3,D7
ELL130	N	N		10	A6,A7,A11 A13,C8,C9 D1,D3
ELL122	N	N		20	A7,A9,A12 C6,C9,C11 D1,D3
ELL131	N	N		20	A6,A7,A9, A12,C6,C9, C11,D1,D3
Stage 2					
	Com	Core	Opt	Credits	Learning Outcomes
GER261	Y			20	A1,A2,A4, B1,B2,B3, B4,B5,C3,
GER234			Y	20	A1,A2,A3, A4,C1,C2 C3,C3,D1, D3,D6,D7, D8
GER235			Y	20	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,D,7,D8,
GER237			Y	20	A2,A3,B1, C1,C2,C3 D1,D2,D6 D7,D8

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GER231	Y	20	A3,B1,B2, B3,B4,B5, D1.D2.D3. D5,D8
ELL227	Y	20	A6,A7,C6, -C10,D1,D3
SEL201	Y	20	A6-A13, C8 -C10,D1,D3
SEL202	Y	20	A6-A9, B4-5 C6-10, D1, D3, D6-7
SEL203	Y	20	A7,A9,A12, C6-C10,D1,D3
SEL204	Y	20	A6,A7,C6-C10 D1,D3
SEL205	Y	20	A6-A7,C8- C10,D1,D3
SEL208	Y	20	A7,A11-A12 C6-C10,D,D3
SEL209	Y	20	A10,D1,D3,D8
SEL211	Y	20	A6,C7,C10
SEL239	Y	20	A7, A10, B4, C6-7, D8
ELL374	Y	20	A6, A7, C6-C9, D1,D3

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Stage 3						D1,D3
	Com	Core	Opt	Credits	Learning Outcomes	
SML304	Y			100	A1,A2,A4, B1,B2,B5 D1,D3,D5 D8	
SML305			Y	20	A1,A2,A3, A4,B1,B2 B4,B5,C1 C2,C3,C4 D1,D3,D4 D5,D6,D7 D8	
SML306			Y	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	
GER461	Y			20	A1, B1, B3, B4, B5, C1, C2, D1, D2, D3, D4, D5 D6, D8	
GER235			Y	20	A1, A2, A3, A4, C1, C2, C3, D1, D2, D3, D4, D6, D7, D8	
GER263			Y	20	A2, A3, A4, B1, C1, C2, D1, D2, D3, D6, D7, D8	
GER402			Y	20	A1, A2, A3, A4, C1, C2, 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	
GER499			Y	20	A2, A3, A5, B1, C1, C2, C3, C4, C5,	

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				D1, D3, D6-8,
ELL227	Y	20		A6,A7,C6, -C10,D1,D3
SEL201	Y	20		A6-A13, C8 -C10,D1,D3
SEL202	Y	20		A6-A9, B4-5 C6-10, D1, D3, D6-7
SEL203	Y	20		A7,A9,A12, C6-C10,D1,D3
SEL204	Y	20		A6,A7,C6-C10 D1,D3
SEL205	Y	20		A6-A7,C8- C10,D1,D3
SEL208	Y	20		A7,A11-A12 C6-C10,D,D3
SEL209	Y	20		A10,D1,D3,D8
SEL211	Y	20		A6,C7,C10
SEL239	Y	20		A7, A10, B4, C6-7, D8
ELL374	Y	20		A6, A7, C6-C9, D1,D3

12 Criteria for admission:

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

GCSEs required

n/a

Level Subjects and Grades

BBC/BCC at GCE A level with at least grade C in the target language(s). Applicants with AS level in the target language(s) (at least grade B) will be considered.

Alternative entry qualifications

BBBB at Higher Grade

Combinations of Highers and Advanced Highers accepted

Admissions policy

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

Arrangements for non-standard applicants

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

Any Additional Requirements

n/a

12 Support for Students and their Learning:

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

Study skills support

The open Access Centre offers a series of Language Learning Skills workshops.
The Student resource centre (ELLS)

The induction programme (see above) also provides Faculty-led sessions on Study Skills and IT for Stage 1 students. The School itself organises a session on oral presentations 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. Language support classes are available on a weekly basis to first-year students with grammar-learning needs.

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 students, working in tandem with his-her counterpart at the host institution. Where possible, the year abroad officer also visits students whilst they are abroad.

Support for Special Needs

The Disability Unit offers advice and support regarding the particular needs of individual applicants.

Learning resources

Most of the books, periodicals, and other printed materials required by students are housed in the University Library. The School have collections of books in the departmental 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.

ELLS Video Library

ELLS Renaissance Studies Room

ELLS Catherine Cookson Archive

There is a cluster of computers located in the Old Library User Area, on the ground floor of the Old Library Building. The School of Modern Languages also has access to the facilities of the Language Centre, including the Open Access Centre.

13 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 lights of the Board of Examiners' meetings and external examiners' reports.

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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 one 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.

Annual Monitoring and Review.

Internal Subject Review

14 Regulations of Assessment

Pass Marks

40

Course Requirements

PROGRESS

The general rule is that before passing from one Stage of the degree programme to the next students must pass all the assessments for that Stage. However, compensation for failed modules is possible in certain circumstances (see the University's progress regulations and examinations conventions).

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:

GER171 Level B German General Language.

This is the only core module in the School of Modern Languages.

Weighting of Stages

Work undertaken at Stage 2, 3 and 4 counts toward 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 SML305 or SML306 at Stage 3 (both 20 credits) is greater than the marks gained in the lowest 20 credits of modules taken at Stage 2 within the School of Modern Languages, then the mark from the former will be substituted for the marks from the latter when calculating the degree average and preponderance.

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.

15 Indicators of Quality and Standards

Professional Accreditation Reports

n/a

Internal Review Reports

Internal Subject Review carried out in 1995

Previous QAA Reports

The School of Modern Languages received an 'Excellent' result of 22/24 in the TQA carried out in November 1995. The school of ELLS received an 'Excellent' result in the 1996 TQA.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the 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 School's website (www.ncl.ac.uk/sml)

QAA Subject Review Report

Statement of Standard – BA Hons GERMAN and LINGUISTICS

All Honour Graduates will have gained a range of key skills, including written and oral communication, presentation skills, organisational skill, IT skills and self-study skills for language learning. In addition they will have had experience of working independently and as members of a team, of gathering, processing and critically evaluating information from a variety of paper, audio-visual and electronic sources, and of communicating in a different cultural context. They will have learnt how to analyse different kinds of language.

Third Class graduates will have a basic knowledge and understanding of the essentials of the language system and a basic understanding of particular aspects of the history, society, culture or linguistics development of a country or countries where the language is used. They will have a basic ability to gather, synthesise and evaluate information and basic skills of independent analysis. They will have a basic command of receptive (reading and Listening) and productive (writing and speaking) skills in German language to Degree Level, have basic skills of intercultural awareness and critical understanding of one or more cultures and societies other than their own and will show some evidence of basic mediating skills. They will have developed a basic knowledge of the nature of language and language change and of how this is instantiated in English and in other languages. They will have a basic understanding of competing theories of language and their applicability to the varieties of English and of at least one other language. They will be able to collect, analyse and evaluate specific linguistics data with a basic level of competence. They will be able to write basically sound essays.

Lower Second Class graduate will have a good knowledge and understanding of the essentials of the language system, and a good understanding of particular aspects of the history, society, culture or linguistics development of a country or countries where the language is used. They will have a good understanding of the language, culture and society in general, with a more specialised in-depth knowledge and understanding within chosen field(s) of study. Additionally, they will have a basic understanding of wider aspects of German language, culture and society beyond what is taught. They will predominantly have a good ability to gather, synthesise and evaluate information, with reasonable skills of independent analysis; they will also predominantly have a good command of receptive (reading and Listening) and productive (writing and speaking) skills in FRENCH language to Degree Level, good skills of intercultural awareness and critical understanding of one or more cultures and societies other than their own and will show some evidence of good mediating skills. They will have a good knowledge of the nature of language and language change and of how this is instantiated in English and other languages. They will have a good understanding of competing theories of language and their applicability to the varieties of English and of at least one other language. They will be able to collect, analyse and evaluate specific linguistic data in a competent manner. They will be able to write good, well-structured essays.

Upper Second Class gradwill have a very good knowledge and understanding of the essentials of the language system, and a reasonably appropriate, accurate and fluent command of its use, and a very good understanding of particular aspects of the history, society, culture or linguistic development of a country or countries where the language is used. They will have a very good understanding of the language, culture and society in general, with a more specialised in-depth knowledge and understanding within chosen field(s) of study. Additionally, they will have some understanding of wider aspects of German language, culture and society beyond what is taught, they will show evidence of a critical stance, as well as some evidence of ability to undertake independent thinking in the subject. They will predominantly have a very good ability to gather, synthesise and evaluate information and to undertake independent, critical analysis using appropriate methodologies; they will also predominantly have a very good command of receptive (reading and listening) and productive (writing and speaking) skills in German language to Degree Level, very good skills of intercultural awareness and critical understanding of one or more cultures and societies other than their own and will show some evidence of very good mediating skills. They will have a very good knowledge of the nature of language and language change and of how this is instantiated in English and other languages. They will have a very good understanding of competing theories of language and their applicability to the varieties of English and of at least one other language. They will be able to collect, analyse and evaluate specific linguistic data in an intelligent and constructive manner, drawing significant theoretical

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conclusions from the process. They will be able to write very good essays, not only well structured but incisive in their analysis.

First Class graduates will have an excellent knowledge and understanding of the essentials of the language system, and an appropriate, accurate and fluent command of its use, and an excellent understanding of particular aspects of the history, society, culture or linguistic development of a country or countries where the language is used. They will have an excellent understanding of the languages, culture and society in general, with a more specialised in-depth knowledge and understanding within chosen field(s) of study, as well as showing evidence of ability to relate this to other aspects of the programme. Additionally, they will have significant understanding of wider aspects of German language, culture and society beyond what is taught, they will show an ability to adopt a critical perspective on taught material, as well as a clear capacity to undertake independent thinking in the subject of study. They will predominantly have an excellent ability to gather, synthesise and evaluate information and to undertake independent, critical analysis using appropriate methodologies; they will also predominantly have an excellent command of receptive (reading and listening) and productive (writing and speaking) skills in German language to Degree Level, excellent skills of intercultural awareness and critical understanding of one or more cultures and societies other than their own and will show some evidence of excellent mediating skills. They will have an excellent understanding of the nature of language and language change and of how this is instantiated in English and other languages. They will have an excellent understanding of competing theories of language and their applicability to the varieties of English and of at least one other language. They will be able to collect, analyse and evaluate specific linguistic data in an incisive manner, drawing highly significant theoretical conclusions from the process. They will be able to engage, with linguistic theory with clarity and sophistication. They will be able to write excellent essays, well organised and incisive, displaying a sophisticated handling of complex ideas.

Annex 1 Self Review Checklists and Evidence [RQ21]

PS	Programme Specification
DPH	Degree Programme Handbook
ST	Standard Template
PR	Professional accreditation reports
MBoS	Minutes of BoS
C	Commentaries

		A	PA	NA	NR	Evidence
1	The programme has clear aims	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
2	Aims include:					
	(a) broad educational purposes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
	(b) the qualities and attributes of graduates	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
	(c) meeting the needs of stakeholders	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
	(d) meeting external referents	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
3	The programmes has clear intended learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
4	Learning outcomes are defined at the level of the typical graduate	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
5	Learning outcomes include:					
	(a) knowledge and understanding	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
	(b) subject-specific and practical skills	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
	(c) cognitive skills	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
	(d) key skills	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
6	The curriculum covers all of the intended Learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
7	Teaching methods are matched to the Intended learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
8	Appropriate opportunities for independent student learning are incorporated in accordance with	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS

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	intended learning outcomes					
9	The admissions policy for the Programme relates to the potential of Candidates to attain the intended Learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
10	New students are offered an appropriate Induction to the programme	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS/DPH
11	The information given to students conforms	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DPH
12	Where relevant, returning students are offered an induction to the next stage of the programme	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
13	Students are offered appropriate opportunities for career development and support	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
14	Adequate sources are available to support Student achievement of the intended Learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS/DPH
15	There is a clear rationale for assessing Or not assessing intended learning Outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C
16	Assessment methods are matched to the Intended learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
17	There is an explicit statement of the Output standards of the award	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
18	The output standard of the award at Meet relevant benchmarks	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
19	Where relevant, the output standards of The award at least meet the requirements Of professional and statutory bodies	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
20	There are effective mechanisms For consulting student opinion	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS/DPH
21	There are effective mechanisms feedback to students	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS
22	There are effective mechanisms for consulting staff opinion	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C
23	There are effective mechanisms for	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PS/Guidelines
24	The BoS reviews					MBos
(a)	aims	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b)	intended learning outcomes	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c)	curriculum	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d)	methods of teaching	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e)	independent learning	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f)	student support and guidance	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g)	learning resources	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(h)	assessment	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(i)	standard	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(j)	quality management	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(k)	standards management	/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMMENTARY

- 15 Certain skills e.g. D4, 5 and 8, are not assessed directly because their acquisition cannot be traced unambiguously to single module or set of modules in the case of D4, the BoS has, to date, decided against allotting marks for team working as such (although outputs such as projects and their presentation are allotted marks). IN the case of self-directed study, especially in language modules, it is not possible to know with certainty whether a student's depth knowledge has been absorbed through intense concentration in class time or through self-directed study.

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22 This programme Specification has been completed since the FTC's review of Single Honours programmes and the BoS will follow FTC's advice on organizing away days or similar occasions to encourage fuller dialogue on pedagogy and structures.

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