

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	BA (Hons)
4	Programme title	Modern Languages
5	Programme Accredited by:	n/a
6	UCAS Code	T900
7	QAA Subject Benchmarking Group(s)	Languages and related studies, area studies
8	Date of production/revision	September 2004
9	Programme Aims:	<p>The broad educational aims of the T900 MODERN LANGUAGES 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 prepare them for further intellectual development and further independent study. - To provide a flexible programme of study through variety of student choice in modules in Modern Languages within an informed advisory framework. - To give students the opportunity to spend time studying or working in the countries in which the languages they are studying are 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 two or three languages - competence in a range of key skills, including oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning, and IT skills - knowledge and understanding of a selection of the following: area studies, cultural studies, film, history, linguistics, literary studies, politics - a capacity for particular cognitive skills, such as information gathering, synthesis, and analysis - familiarity with an interdisciplinary approach to learning, thereby stretching the mind and stimulating the imagination - the linguistic competence and expertise to enable them to operate in organisations with an international dimension.

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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 one, two or three modern language to BA Honours degree standard and others to ALTE Levels 3, 4 or 5 (see Statement of Standards)
- 2 aspects of the history, society, culture and linguistic development of the relevant countries in East Asia, Europe and Latin America dependent upon the languages chosen for study and according to module selection (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 relevant countries in East Asia, Europe and Latin America (see section 11)
- 4 an appreciation of the internal diversity and transcultural connectedness of cultures
- 5 for students opting to write a dissertation, an in-depth knowledge, appropriate to undergraduate level, of a self-chosen aspect of study.

B Subject-specific/professional skills

- 1 Receptive (reading and listening) and productive (writing and speaking) skills in two or three languages to BA Honours degree standard
- 2 The ability to perform a range of communicative tasks.
- 3 Mediating skills - the ability to translate non-technical texts from and into the target language, competent professional liaison interpreting skills.
- 4 The ability to make effective use of language reference materials, such as grammars, dictionaries and corpora.
- 5 Study skills for independent 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

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project and select and employ appropriate research methodologies.

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.

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 languages (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; guided self-teaching activities; e-mail discussion and e-mail based group working; 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.
B	Subject-specific/professional skills	Learning outcomes B1-2 are achieved via communicative, student-centred skills training, (e.g. developing and practising

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		<p>reading skills, enhancing listening skills through language laboratory work, liaison interpreting, 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.</p> <p>B3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language, working in the modern language.</p> <p>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.</p>
C	Cognitive skills	<p>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.</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.</p> <p>D4 is developed through team presentations and projects (including the intercalary project).</p> <p>D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad.</p> <p>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 the modern language (A1) is assessed by written continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations. Outcomes A2-3 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.</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, translating and interpreting skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting 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 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,</p>

which involves a transcribed interview).
D5 is assessed via the personal learning record produced during the year abroad.
D8 is assessed in a number of ways including the preparation of written assignments and seminars.

11 Programme Curriculum, Structure, and Features:

The programme is studied over four years full-time based on 30 weeks attendance per annum. Students study *either two or three* of the following languages: Chinese, Japanese, French, German, Portuguese, Spanish. Stages 1, 2 and 4 of the programme are spent in residence attending the University of Newcastle; Stage 3 is an intercalary year during which students may either spend the whole year in a country where one of the languages studied is spoken, or split the year between two or even three countries where the target languages are spoken. Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 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. The weighting of compulsory practical language modules varies between 20 and 40 credits depending on the target language and the Stage at which it is being studied. All other modules at Stages 1, 2 and 4 are generally 20 credits in weight. Modules undertaken during the intercalary year have a weighting of either 20 or 100 credits.

In Stage 1 students are required to study 40 credits of compulsory practical language modules for Level A languages and 20 for Level B languages. These language modules must be passed for the purposes of progression to Stage 2. In Stage 2 students are required to study 40 credits of compulsory language modules for Level B Chinese and Japanese and 20 credits for all other Level B languages. In Stage 4 students are required to study 40 credits for Level C Chinese and Japanese and 20 credits for all other Level B and C languages. In addition to the compulsory practical language modules students must take further modules to bring their credit weighting up to a total of 120 credits at Stages 1, 2 and 4. These modules are chosen from the range of modules offered at the appropriate stage in that particular year in the School of Modern Languages. For a student to have a language named on their degree certificate they must have studied a total of 80 credits in compulsory language modules and designated language specific optional modules across Stages 2 and 4.

The compulsory practical language modules are conducted mainly in the foreign language; optional modules are taught in a combination of the target language and English, varying from module to module and from year to year. The range of options includes those that are language specific and provided by the relevant constituent sections of the School of Modern Languages and those that are open to all students of modern languages and are provided by colleagues across the School. A few modules have a pre-requisite requiring study of a related course in a previous year.

At Stage 1, students may study two or three languages, at least one of which must be at Level B. Only one language may be studied *ab initio* at Level A. In the compulsory practical language modules the students develop the language skills of reading, writing, listening and speaking; these modules also provide knowledge and understanding of the target 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 introductory modules within the School of Modern Languages in 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).

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At Stage 2, students may study two or three languages, at least one of which must be at Level C. In addition to the compulsory practical language modules additional credits are chosen from a range of options in film, history, linguistics, literature, media, politics and visual arts. For those students studying German an *ab initio* option in Dutch language is available and for those studying French and Spanish an *ab initio* option in Catalan. 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).

At Stage 3 students generally may *either* spend the whole year in a country where one of the target languages is spoken, working as a teaching assistant in a school or college, or studying at a university, or undertaking an approved work placement, *or* split the year between two or even three countries where the target languages are spoken, studying at universities or undertaking approved work placements. However, students wishing to study Chinese or Japanese at Stage 4 are required to spend a complete academic year pursuing courses of study at a university or comparable institution in the relevant country. The School of Modern Languages has a number of Socrates student exchange programmes in France (Angers, Chambéry, Grenoble, Le Mans, Nancy, Orléans, Pau), Germany (Aachen, Augsburg, Bochum, Frankfurt am Main, Halle/Saale, Heidelberg, Oldenburg, Tübingen, Würzburg), Portugal (Coimbra) and Spain (Granada, Malaga, Zaragoza), as well as informal links with the British Institute in Paris and a number of institutions in Latin America. The School also has a formal link with Renmin (People's) University in Beijing or Shanghai Teacher's University in China and Fukuoka and Kurume Universities in Japan. The Year Abroad is fully accredited and assessment is by means of a personal learning record (100 credits) plus either an intercalary project (20 credits) or marks achieved at the host university (to a total of 20 credits). While all aspects of knowledge, understanding and language skills will be developed during Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding (A4), for developing self-study skills for language learning (B5), for developing organisational and interpersonal skills (D3-5); students preparing a dissertation will have the opportunity to develop knowledge and cognitive skills in this area too (A5, C5).

At Stage 4, students may study two or three languages, at least one of which must be at Level D. The language modules at Stage 4 are taught on the basis that students have reached a high (Level C) or very high level (Level D) of competence during their year abroad. The emphasis now is on sophisticated use of language in all skills (A1, 2 & 4, B1-5) as well as the cognitive abilities of analysis and structured argumentation (C2-3). Opportunities to practise mediating skills are available through translation and interpreting courses (B3). A wide range of more specialised options in film, history, linguistics, literature, media, politics and visual arts takes the cognitive skills to a much higher level of development, including greater emphasis upon independent analytical skills, use of appropriate methodologies and problem-solving skills (C1-4, D1-3, 6-7). Students writing a dissertation as well as those preparing an extended essay will develop their knowledge and understanding as well as their subject-specific, cognitive and transferable skills over a broad range of outcomes (A2, 3, & 5, B1 & 4, C1-5, D1, 3, 6 & 7).

Units of Study	Credits			Learning outcomes	Progression Requirements
	Com	Core	Opt		(see section 15)
STAGE 1					
Level A language modules				A1, A4, B1-5 C!, D1-3, D5	
CHN103-104	Y			40	
JPN103-104	Y			40	
FRE165-166	Y			40	

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GER162–163	Y			40		
POR165–166	Y			40		
SPA165–166	Y			40		
Level B language modules					C1, D1–3, D5	
FRE171	Y	Y		20		
GER171	Y	Y		20		
SPA171	Y	Y		20		
Level B optional modules					A2–4, B, C1–4, D1–8	
FRE117			Y	20		
GER116			Y	20		
SPA117			Y	20		
LAS110			Y	20		
SML118			Y	20		
SML119			Y	20		
SML120			Y	20		
STAGE 2						
Level B language modules					A1, A2, A4 B1–5, C1, C3, D1–5	
CHN201	Y			40		
JPN201	Y			40		
FRE171	Y			20		
GER171	Y			20		
POR261	Y			20		
SPA171	Y			20		
Level B optional modules					A2–4, B, C1–4, D1–8	
FRE117			Y	20		
GER116			Y	20		
SPA117			Y	20		
LAS110			Y	20		
SML118			Y	20		
SML119			Y	20		
SML120			Y	20		
Level C language modules					Learning outcomes A1, A2, A4 B1–5, C1 C3, D1–6	
	Com	Core	Opt	Credits		
FRE261	Y			20		
Units of Study				Credits	Learning outcomes	Progression Requirements
	Com	Core	Opt	Credits		
GER261	Y			20		
SPA261	Y			20		

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Level C optional modules (area studies, film, history, linguistics, literature, media, politics, visual arts)				A2-4, B1, C1-4, D1-8
CHN203		Y	20	
FRE239		Y	20	
FRE240		Y	20	
FRE241		Y	20	
FRE242		Y	20	
FRE243		Y	20	
GER234		Y	20	
GER235		Y	20	
GER236		Y	20	
GER237		Y	20	
GER263		Y	20	
LAS226		Y	20	
SPA219		Y	20	
SPA224		Y	20	
SPA225		Y	20	
Level C optional modules (language)				A1, A4, B1-5, C1, D1-5
GER231		Y	20	
SPA221		Y	20	
STAGE 3				
SML304	Y		100	A1, A2, A5 B1, B2, B5 D1, D3, D5 D8
SML305		Y	20	A1, A2, A3, A5, B1, B2, B4, B5. C1-4, D1, D3-8
SML306		Y	20	A1-4, B1-5, C1-4, D1-3, D5-8
STAGE 4				
Level C language modules				A1, A2, A4 B1-5, C1 C3, D1-6
CHN401	Y		40	
JPN401	Y		40	
FRE261	Y		20	
GER261	Y		20	
POR361	Y		20	
SPA261	Y		20	
Units of Study			Credits	Learning outcomes
Com Core Opt			Credits	Progression Requirements
Level D language modules				A1, A2, A4 B1-5, C1-4 C3, D1-3, D5
FRE461	Y		20	

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GER461	Y			20	
SPA461	Y			20	
Level C optional modules					Learning outcomes
(area studies, film, history, linguistics, literature, media, politics, visual arts)					A2–4, B1, C1–4, D1–8
FRE239		Y		20	
FRE240		Y		20	
FRE241		Y		20	
FRE242		Y		20	
FRE243		Y		20	
GER234		Y		20	
GER235		Y		20	
GER236		Y		20	
GER237		Y		20	
GER263		Y		20	
LAS226		Y		20	
SPA219		Y		20	
SPA224		Y		20	
SPA225		Y		20	
Level C optional modules (language)					A1, A4, B1–5, C1, D1–5
GER231		Y		20	
SPA221		Y		20	
Level D optional modules					A2–4, B1, C1–4, D1–8
(area studies, film, history, linguistics, literature, media, politics, visual arts)					
FRE402		Y		20	
FRE403		Y		20	
FRE404		Y		20	
FRE405		Y		20	
FRE408		Y		20	
FRE499		Y		20	
GER235		Y		20	
GER263		Y		20	
GER402		Y		20	
GER405		Y		20	
GER499		Y		20	
LAS401		Y		20	
LAS402		Y		20	
LAS499		Y		20	
Units of Study					Credits
					Learning outcomes
					Progression Requirements
	Com	Core	Opt	Credits	
SPA401			Y	20	
SPA402			Y	20	
SPA499			Y	20	

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Level D optional modules (language)			A1, A4, B1–5, C1, D1–5
GER404	Y	20	

12 **Criteria for Admission:**

Admissions policy

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

Admission is to the appropriate level according to qualifications at the starting point, which in turn will determine the level of outcome at the end of the degree course. Chinese, Japanese, German, Portuguese and Spanish may all be started *ab initio*. French may be started at post-GCSE level

GCSEs required

N/a (except in the case of French where Grade B is required to enter the post-GCSE Level A course).

A-Levels/AS Levels and AVCE Qualifications

ABC/BBB from 18 units including a minimum of 12 units from 6- or 12-unit qualifications, and including at least one of A Level French, German and Spanish (minimum grade B). Candidates with AS Level French, German or Spanish (gradeB) are considered.

Scottish qualifications

AB BBB/BBBBB at Higher Grade, including at least one of French, German and Spanish. Combinations of Highers and Advanced Highers are accepted.

International Baccalaureate

32 points with at least one Higher Level French, German or Spanish at grade 5 or above.

Access to HE courses

Candidates offering Access to HE courses are welcomed and considered on an individual basis. Evidence of relevant language study to a suitable level is also required.

Arrangements for non-standard applicants

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

Any Additional Requirements

n/a

13 Support for Students and their Learning:

Induction

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

Study skills support

The Open Access Centre offers a series of Language Learning Skills workshops. The 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

There are two pastoral tutors in the School (one female and one male). Tutors and Degree Programme Directors may be contacted in person or by email.

The Undergraduate Handbook makes students aware of support provided within the School, and the existence of university services such as Student Counselling.

Prior to going abroad, guidelines are issued on living and studying abroad, and a meeting is organised between outgoing students and those finalists who have recently completed their year abroad. A week-long course for students who will be working as English Language assistants is organised during the last week of the summer term.

During the year abroad the subject Year Abroad Officer maintains regular email-based contact with the students, working in tandem with his-her counterpart at the host institution. Where possible, the Year Abroad Officer also visits students whilst they are abroad.

Support for Special Needs

The Disability Unit offers advice and support regarding the particular needs of individual applicants. The pastoral tutors and School Disability Officer 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.

The School facilitates access to the Student Counselling Service and the Careers Service.

Learning resources

Most of the books, periodicals and other printed materials required by

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students are housed in the University Library. There are subject specific collections of books in School seminar rooms, including dictionaries, encyclopaedias, and texts on language, literature, history and society. All seminar rooms are equipped with OHPs, screens, whiteboards and a TV monitor which can receive foreign-language satellite programmes. Many lecture rooms are equipped with multi-media projection facilities.

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

There are clusters of computers located in the Robinson Library and the Old Library User Area, on the ground floor of the Old Library Building in which the School is housed.

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

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

Module reviews

Modules are normally 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, within the Modern Languages degree, the following language modules are designated as "core", which means that they must be passed before the student proceeds to Stage 2:

FRE171	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 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 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

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 SML305 or SML306 at Stage 3 (both 20 credits) is greater than the lowest mark for any 20-credit module (or the average of the two lowest 10-credit modules) taken at Stage 2 within the School of Modern Languages, then the mark for SML305 or SML306 will replace that lower mark (or average of the two lowest 10-credit modules) when calculating the degree average and preponderance.

Final Degree Assessment

Students must have modules to a total credit weighting of 360 at Stages 2, 3 and 4, of which 240 credits bear marks.

The degree class is determined by the more advantageous of the following: *either* (a) the weighted 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:

Professional Accreditation Reports

n/a

Internal Review Reports

An internal Subject Review was carried out in 1995. The next review is planned for November 2004.

Previous QAA Reports

The School of Modern Languages received an excellent result of 22/24 in the TQA carried out in November 1995

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 they take 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 Brochure

The University and Degree Programme Regulations

The Degree Programme Handbook

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

QAA Subject Review Report

