<table>
<tr><td rowspan="2">PROGRAMME SPECIFICATION</td><td>Newcastle University logo</td></tr>
</table>

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	Linguistics with French
5	**UCAS/Programme Code**	Q1R1
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	English
8	**FHEQ Level**	H
9	**Date written/revised**	06/07/07

---

10 **Programme Aims**

1(a) To produce graduates with:

(i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;

(ii) a knowledge of the main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;

(iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena

(iv) an ability to organise complex data and assess its significance;

(v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of literary texts from the Anglo Saxon, Medieval and Early Modern periods;

(vi) a metalinguistic awareness of their native language;

(vii) an awareness of the social and stylistic significance of linguistic variants.

(viii) some knowledge of French language and culture.

 (b) To provide a programme:

(i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;

(ii) which consistently attracts highly qualified applicants;

(iii) which fully meets the requirements of the relevant Quality Assurance Agency (QAA) Benchmark statement, and

(iv) which fully meets the criteria for the different levels of award (certificate, intermediate or honours level diploma) within the Framework for Higher Education Qualifications.

---

11 **Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Linguistics, Languages and related studies

Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:
    A1. The nature of human language
    A2. Essential linguistic terminology and methodology
    A3. The structure of English, its history and relation to other languages
    A4. Varieties of English, and the geographical, social and contextual factors which produce them
    A5. Computational models of language
    A6. The acquisition of language
    A7. The intellectual context in which the English language is studied
    A8. The lexis, grammatical structures, registers and usage of the French language.
    A9. Aspects of the history, society, culture and linguistic development of France.
    A10.Intercultural awareness and understanding (an appreciation both of the internal diversity and transcultural connectedness of cultures).

Teaching and Learning Methods

At Stage 1 knowledge and understanding is acquired via lectures and seminars and, for French language work, practical classes and workshops. At Stages 2 and 4 they are acquired via lectures and seminars and further practical classes in the French language, while Stage 3, spent abroad, enhances intercultural awareness and understanding. More advanced knowledge and understanding is developed with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

Assessment Strategy

Assessment of knowledge and understanding is via written continuous assessment, class tests and aural and oral examinations in French, unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. During the year abroad, a personal learning record and/or an intercalatory project is also part of the assessment.

Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate knowledge of the foreign language and the year-abroad work allows them to demonstrate intercultural awareness and understanding.

Intellectual Skills

On completing the programme students should be able to:
    B1. collect, analyse and evaluate data;
    B2. analyse and critically evaluate argumentation;
    B3. compare and evaluate differing intellectual frameworks and theories;
    B4. apply a developed appreciation of the role of language in our daily lives - and of the English as a global language.
    B5. learn a foreign language.

Teaching and Learning Methods

At Stage 1 intellectual skills are acquired via lectures and seminars and, for French, practical classes. Seminars give students the opportunity to discuss ideas and critical practices raised in lectures and to practice problem-solving. In the Linguistics seminars, emphasis is placed on the practical acquisition of intellectual skills for language and linguistic analysis. At Stages 2 and 4 intellectual skills are acquired via lectures and independent study, especially the Extended Study. More advanced intellectual skills are developed with the optional Dissertation.

Assessment Strategy

Assessment of intellectual skills is via unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

Practical Skills

On completing the programme students should be able to:
C1. practise critical argumentation in language study;
C2. gather, analyse and evaluate linguistic data;
C3. compare different linguistic frameworks and their motivation;
C4. understand the relation between data and theory in English Language study
C5. address specific analytical, psychological and cultural issues posed by language and English in particular.
C6. Use the French language for communication and/or as linguistic data.

Teaching and Learning Methods

At Stage 1 Subject-specific/professional skills are acquired via lectures and seminars - and, for the French language, language laboratory work and practical classes. At Stages 2 and 4 they are acquired via lectures and seminars , and formal grammar instruction including drills and exercises, practical classes and oral discussion in French. More advanced knowledge and understanding is developed via independent study with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

Assessment Strategy

Assessment of knowledge and understanding is via continuous written assessment, class tests evaluating student progress, aural and oral examinations covering listening and speaking skills in French, unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate

their employment of appropriate research techniques. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate the practical ability to use the foreign language.

Transferable/Key Skills

On completing the programme students should be able to:

    D1. plan and complete essays and project-work

    D2. write and speak to different audiences

    D3. co-ordinate multiple projects

    D4. use information technology (word processing; the internet)

    D5. gather, evaluate and organise material

    D6. summarise and assimilate information

    D7. communicate and debate effectively

    D8. work to deadlines or within specified time-limits

    D9. work and negotiate with others

    D10. work effectively both in a team and independently

    D11. present information to a group in a structured and coherent way

Teaching and Learning Methods

Transferable/Key skills are promoted through seminars and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1, 2, 5, 6, 7, 8, 9, 10, 11 in particular are introduced and practised on *SEL1009: Academic Research* and/or practised in the weekly tutorials. These skills are promoted at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups (tutorials and seminars) of different sizes: from groups of 7 or 8 at Stage 1 to groups of 15 at Stage 2 and 4.

Assessment Strategy

Assessment of key skills is implicit in course work at all levels, although *Academic Research* focuses on these particularly. Presentation skills are formally assessed (by tutor and peers) in those modules which have an oral presentation as part of the summative assessment.

12   Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or, in the case of the Dissertation only, 40 credits and in the case of the Personal Learning Record, 100 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours. At each Stage the student is required to take and be assessed in modules to the value of 120 credits. Stage 3 is an intercalatory year during which the students spend at least 30 weeks in a French-speaking country, and at each of Stages 1, 2 and 4 students must take at least 40 credits from modules offered in the School of Modern Languages.

At each Stage the student is required to take and be assessed in modules to the value of 120 credits. At Stage 1 students are given a thorough grounding in the basic knowledge and skills of the three areas of language and linguistic study: syntax,

phonology and socio-/historical linguistics. Stage 1 modules introduce students to the practical skills of linguistic analysis which they will need at Stages 2 and 4. The module *Academic Research* introduces students to academic skills: written English, preparing an essay and a presentation. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. All students take the core 40-credit Level A language module in either French.

At Stages 2 and 4 there is a wide choice of modules. This gives students the scope to design their degree programme and to exercise choice. It also gives them the opportunity to develop particular interests and, by Stage 4, an area of expertise. Band restrictions, however, ensure coverage of the different language areas. Students are required to take foundational honours-level modules in formal syntactic and phonological theory to the value of 40 credits, and a further 140 credits from bands 1-4. An obligatory 20 credit Extended Study at stage 4 can be supplemented by further independent projects taken from modules in Band 11. The Extended Study and Dissertation also introduce students applying for postgraduate degrees to advanced research skills.Key skills D1-11 are practised across Stages 2 and 4

At Stage 3 students spend the year in a French-speaking country, working as a teaching assistant in a school or college, or studying at university, or undertaking an approved work placement. 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 (20 credits). While all aspects of knowledge, understanding and language skills will be developed at Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding.

Key features of the programme (including what makes the programme distinctive)

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/qir1.php

---

13	**Criteria for admission**

Entry qualifications
GCSEs required
N/A
A-Level Subjects and Grades
ABC/BBB. Includes General Studies. English Language is desirable but not essential.

Admissions policy/selection tools
Students to whom offers are made are invited to an open day to meet staff and students and to see the department. Attendance is not compulsory.

Non-standard Entry Requirements
Highers
AABBB. A foreign language or mathematical/science subject is desirable but not essential. A combination of Highers and Advanced Highers is acceptable.
Widening Participation
18 points. Includes General Studies.
Mature and Overseas Students are dealt with on an individual basis.

Additional Requirements

Level of English Language capability IELTS 6.5

14	**Support for Student Learning**

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lecturest/tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

15	**Methods for evaluating and improving the quality and standards of teaching and learning**

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 40 (Undergraduate programmes)
The pass mark is 50 (Postgraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages
The marks from Stages 2 and 4 will contribute to the final classification of the degree.
Stage 4 is weighted at twice the value of Stage 3. If the mark gained in SML3005 or SML3006 at Stage 3 (both 20 credit modules) is equal to or greater than the average mark from modules taken at Stage 2 within the School of English Literature, Language and Linguistics, then the mark from the former will be substituted for the marks gained in the lowest 20 credits of modules taken with the School of English at Stage 2 when calculating the degree average and preponderance.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	**Non-honours**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		**Summary description applicable to postgraduate Certificate and Diploma programmes**	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
   See and approve examination papers
   Moderate examination and coursework marking
   Attend the Board of Examiners
   Report to the University on the standards of the programme

---

In addition, information relating to the programme is provided in:

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The School Handbook and individual Stage/Degree Manuals

Please note. 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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules (offered in 2007-8)

		Intended Learning Outcomes			
Module	**Type**	**A**	**B**	**C**	**D**
FRE1017	Opt	9	5	6	1-11
FRE1071	Comp	1,2,8	5	2,6	1-11
FRE2039	Opt	9	5	6	1-11
FRE2061	Comp	1,2,8	5	2,6	1-11
FRE4002	Opt	9	5	6	1-11
FRE4003	Opt	9	5	6	1-11
FRE4061	Comp	1,2,8	5	2,6	1-11
FRE4099	Opt	1-8 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL1005	Comp	1-3	1,2	1,2,4	1,5,6,8
SEL1006	Comp	1-3	1,2	1,2,4	1,5,6,8
SEL1007	Comp	1-7	2-4	1,3-5	1-11
SEL1008	Comp	1,2,4,7	1-4	1-5	1-11
SEL1009	Comp		2	1	1-11
SEL1012	Comp	1-4	1,2	1,2,4	1,5,6,8
SEL2000	Comp	1-4,7	1,2	1,2,4	1,5,6,8
SEL2001	Opt	1-4,7	1-4	1-5	1-11
SEL2005	Opt	2-4,7	1-3	1-5	1-11
SEL2006	Opt	1,2,6,7	1-4	1-5	1-11
SEL2008	Opt	2,5,7	1-4	1-5	1-11
SEL2009	Opt	1,2,5,6,7	1-4	1-5	1-11
SEL2011	Opt	1,2,7	1-3	1-3,5	1-11
SEL2052	Opt		4		1-11
SEL2069	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2070	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2071	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2072	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2073	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2074	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2075	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8

SEL2076	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2077	Opt	1-7 (depending on subject of study)	1-4 (depending on subject of study)	1-5 (depending on subject of study)	1-8
SEL2084	Opt	1,2	1-3	1-5	1-11
SEL2086	Opt	1,2,6,7	1-4	1-5	1-11
SEL2089	Comp	1-3,6,7	1-4	1,2,4,5	1-11
SEL2091	Opt	2-4,7	1-4	1-5	1-11
SEL2092	Opt	2,5,7	1-3	1-5	1-11
SEL3005	Opt	1,2,6,7	1-3	1-5	1-11
SEL3006	Opt	1-4	1-4	1-5	1-11
SEL3008	Opt	1-4	1-4	1-5	1-11
SEL3009	Opt	1,2,4,7	1-4	1-5	1-11
SEL3010	Opt	1,2,4,7	1-4	1-5	1-11
SEL3012	Opt	1,2,3,6,7	1-4	1-5	1-11
SEL3025	Opt	1-4	1-4	1-5	1-11
SEL3026	Opt	1,2	1,2	1,2,5	1-11
SML1019	Opt	1,2,8	1,2	1,2,4	1,5,6,8
SML3004	Comp	9,10	5	6	1-11 (depending on nature of study/work abroad)
SML3005	Opt	9,10	5	6	1-11
SML3006	Opt	9,10	5	6	1-11