	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	Modern Languages and Linguistics
5	**UCAS/Programme Code**	QT19
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	Languages and related studies, area studies, linguistics
8	**FHEQ Level**	6
9	**Date written/revised**	April 2011

10   Programme Aims
1. To foster intercultural awareness and understanding, and an attitude of curiosity and openness towards different cultures. 2 To provide students with knowledge and skills that prepare them for further intellectual development and further independent study. 3 To provide a flexible programme of study through variety of student choice in modules in Modern Languages within an informed advisory framework. 4 To give students the opportunity to spend time studying or working in the countries in which the languages they are studying are spoken. 5 To develop proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in two languages. 6. To provide students with a knowledge of the main theoretical approaches to linguistic study, of the formal structures of the English language, of the history of the English language, and of linguistic aspects of one or more Modern European languages.

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 relevant benchmark statements.

Knowledge and Understanding
On completing the programme students should have knowledge and understanding of:
A1   the lexis, grammatical structures, registers and usage of two modern languages to BA Honours degree standard, and where taken as an option, other languages to ALTE Levels 3, 4 or 5
A2   aspects of the history, society, culture and linguistic development of the relevant countries, dependent upon the languages chosen for study and according to module selection
A3   certain areas of specialist study, according to module selection, in linguistics, cultural studies, film, history, language, literary studies and politics of the relevant countries.
A4   the internal diversity and connections between cultures.

A5 (for students opting to write a dissertation), of a topic studied in-depth and independently.

A6 the nature of human language

A7 essential linguistic terminology and methodology

A8 the structure of English and one or more European languages and their relationship to other languages

A9 varieties of English and one or more European languages and the geographical, social and contextual factors which produce them

A10 computational models of language

A11 the acquisition of language

A12 the intellectual context in which the English language and one or more European languages are used

A13 linguistic typology

Teaching and Learning Methods

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 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, 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.

Assessment Strategy

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 and A6-13 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.

Intellectual Skills

On completing the programme students should be able to:

B1 gather, synthesise and evaluate information.

B2 undertake independent, critical analysis.

B3 organise and present ideas within the framework of a structured and reasoned argument, oral or written.

B4   apply appropriate methodologies to specialist areas of study.

B5   (for those who choose to write a dissertation), design a research project and select and employ appropriate research methodologies

B6   address specific analytical issues in a linguistic context

B7   collect, analyse and evaluate data relevant to the analysis of specific linguistic phenomena

B8   evaluate theories about language and their application to particular languages

B9   assess theories and descriptions of language critically

B10   compare, contrast and evaluate competing linguistic theories

B11   locate the above issues in a broader intellectual, scientific and social context

Teaching and Learning Methods

B1-4 and 6-11 skills are developed through seminar preparation and presentation, group discussion and written assignments. B5 is developed through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

Assessment Strategy

B1-4 and 6-11 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.

Practical Skills

On completing the programme students should be able to:

C1   show receptive (reading and listening) and productive (writing and speaking) skills in two languages to BA Honours degree standard.

C2   perform a range of communicative tasks.

C3   translate non-technical texts from and into the target language, develop competent professional liaison interpreting skills.

C4   make effective use of language reference materials, such as grammars, dictionaries and corpora.

C5   practice independent language learning.

Teaching and Learning Methods

Learning outcomes C1-2 are achieved via communicative, student-centred skills training, (e.g. developing and practising 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). C1-2 skills may be further enhanced by delivery of specified modules in the target language. These skills are developed and consolidated during the year abroad. C3 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. C4-5 are achieved in the teaching of C1-3, 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 C4 and C5.

Assessment Strategy
C1-3 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 C4 and C5 are not formally assessed.

Transferable/Key Skills
On completing the programme students should be able to:

D1   communicate clearly and effectively, both orally and in writing.

D2   give oral presentations.

D3   manage one's time, make plans and set priorities in order to achieve an
           objective.

D4   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.

D5.   adapt and operate effectively within a different cultural
           environment.

D6.   use library and bibliographic research resources.

D7.   analyse and solve problems

D8.   use IT effectively, such as word processing, email, databases, online
           environments and the use of the Internet as a research and study tool.

Teaching and Learning Methods
D1 is enhanced through seminar presentations and discussions, and through written assignments. In the case of language modules, they are developed through communicative skills training. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. D4 is developed through team presentations and projects (including the intercalary project). D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below).

Assessment Strategy
D1 is assessed by essay, dissertation and unseen written examination, (written communication), while both D1 and D2 are assessed via assessed seminar presentations and oral examinations (oral communication). D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes.   D4 is assessed via team presentations and projects (including the intercalary project, which involves a transcribed interview).
D5 is assessed via the personal learning record produced during the year abroad.

D8 is assessed in a number of ways including the preparation of written assignments and seminars.

12   Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time based on 30 weeks attendance per annum. Students study two of the following languages: Chinese, French, German, Japanese, 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 countries where the target languages are spoken. Each 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. 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 100 credits (Personal Learning Record) and 20 credits (Intercalary Project or Study Abroad module).

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 and C languages. In Stage 4 students are required to study 40 credits for Level C Chinese and Japanese and 20 credits for all other Level C and D languages. In addition to the compulsory practical language modules students take 40 credits of modules in linguistics, taught in the School of English. They then bring up their credit weighting to a total of 120 credits by choosing from 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.

At Stage 1, students study two 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, C1-5). Students take 20 credits of compulsory linguistics from the School of English and up to 20 credits of optional linguistics from the School of Modern Languages.   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 (B1-3) and effective practice in key transferable skills (especially outcomes D1-4).

At Stage 2, students study two 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 and politics in the School of Modern Languages plus options in general linguistics from the School of English. For those students studying German an *ab initio* option in Dutch language is available and for those studying 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, C1-5), practise cognitive skills in the target language (B1-3) 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 (B1-4) 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 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 student exchange programmes and/or formal links with Universities in France, Germany, Spain, Portugal, China and Japan, as well as a number of informal links with institutions in Latin America.

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 (C5), 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, B5).

At Stage 4, students study two 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, C1-5) as well as the cognitive abilities of analysis and structured argumentation (B2-3). Opportunities to practise interpreting skills are available through translation and interpreting courses (C3). A wide range of more specialised options in film, history, linguistics, literature, media and politics including linguistics options from the School of English 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 (B1-4, 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, C1 & 4, B1-5, D1, 3, 6 & 7).

Key features of the programme (including what makes the programme distinctive)
Flexibility in terms of the languages taken and their levels (post A level and ab initio) including East Asian Languages. Possibility of movement across degree programmes across the School depending on options taken.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations

13	Criteria for admission

Entry qualifications
ABB with A in the target language.

Scottish qualifications
AABBB/ ABBBB 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.

Admissions policy/selection tools

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, French,
Japanese, German, Portuguese and Spanish may all be started *ab initio*.

Non-standard Entry Requirements

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.

Additional Requirements

Level of English Language capability

6.5 IELTS or approved equivalent.

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is
available at: *http://www.ncl.ac.uk/students/*

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 lectures/practicals/labs/ tutorials/etc. The
International Office offers an additional induction programme for overseas students (see
International Office website)

Study skills support
Students will learn a range of personal transferable skills, including study skills. Some of this
material, e.g. time management is covered in the individual modules. We also run general
study skills sessions in the first 5 weeks of Semester 1, covering note-taking, essay-writing,
library skills and plagiarism. On-line study skills packages are available on the SML UG
Community site on BlackBoard. Students are tutored on their approach to both group and
individual projects.

Academic support
All students are assigned a Degree Programme Director whose responsibility is to monitor the academic performance and progress of their tutees. Issues relating to the programme may be raised with the Degree Programme Director, 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 overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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 Undergraduate Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty.

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, where there are students representatives. The Board responds to these reports through Faculty Teaching and Learning Committee.

Student evaluations
All module and stages 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 students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring

and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Module questionnaires, Stage questionnaires, Student Focus Groups, 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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports
Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 40 (Undergraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. 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 re-assessment opportunities, with certain restrictions.

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 SML3005 or SML3006 at Stage 3 (both 20 credits) is greater than the lowest mark for any 20-credit SML module taken at Stage 2, then the mark for SML3005 or SML3006 will replace that lower mark when calculating the degree average.

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

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: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/)

The University Regulations http://www.ncl.ac.uk/regulations/docs/

The Undergraduate Handbook

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 for SML modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Language Modules					
CHN1003 CHN1004 CHN2001 CHN4001		1, 2, 4	1 & 3	1-5	1-5
FRE1065 FRE1066 FRE1071 FRE2061 FRE4061		1, 2, 4	1 & 3	1-5	1-5
GER1062 GER1063 GER1071 GER2061 GER2031 GER4004 GER4061		1, 2, 4	1 & 3	1-5	1-5
JPN1003 JPN1004 JPN2001 JPN4001		1, 2, 4	1 & 3	1-5	1-5
POR1065 POR1066 POR2061 POR4061		1,2,4	1&3	1-5	1-5
SPA1065 SPA1066 SPA1071 SPA2021 SPA2061 SPA4061		1, 2, 4	1 & 3	1-5	1-5
Content modules					
FRE1006 FRE2004 FRE2005 FRE2008 FRE2044 FRE2045 FRE4002 FRE4003 FRE4005 FRE4010 FRE4011 FRE4012 FRE4013		2-4	1-4	1	1-8
GER1016 GER2007 GER2008 GER2010 GER2036 GER2038 GER4007 GER4009 GER4010		2-4	1-4	1	1-8

GER4011 GER4012					
LAS1010 LAS2026 LAS2028 LAS4001 LAS4003 LAS4004 LAS4005 LAS4006		2-4	1-4	1	1-8
SPA1017 SPA2019 SPA2025 SPA4001 SPA4003 SPA4004		2-4	1-4	1	1-8
POR4002		2-4	1-4	1	1-8
SML1018 SML1019 SML1021 SML1022 SML3004 SML3005 SML3006 SML4099		2-4	1-4	1	1-8
SEL1005 SEL1006 SEL1007 SEL1012 SEL1019 SEL1020 SEL2000 SEL2089 SEL2001 SEL2011 SEL2091 SEL2084 SEL2086 SEL2211 SEL2212 SEL3005 SEL3006 SEL3009 SEL3012 SEL3343 SEL3331 SEL3352 SEL3355 SEL3341 SEL3046 SEL3053		2, 6-13	1-11		1-3, 6-8