Programme Title: Three-Year BA (Hons) Degree in French

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Three-Year BA (Hons) in French
Name of Interim Award(s):
Duration of Study / Period of Registration: 3 Years
QM Programme Code / UCAS Code(s): R102
QAA Benchmark Group: Languages and Related Studies
FHEQ Level of Award: Level 6
Programme Accredited by: N/A
Date Programme Specification Approved: 29 May 2013
Responsible School / Institute: School of Languages, Linguistics & Film

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme
ULIP (University of London Institute in Paris)

Programme Outline
This is a highly competitive University of London degree, incorporating an intensive, compulsory semester in Paris. The degree offers advanced language proficiency, including translation skills. It also offers in-depth study of literature and culture, and introduces you to a range of theoretical and critical approaches to the study of French and France. It enables you to develop critical and analytical skills valuable in the global marketplace and also provides a module on French for professional purposes. The Programme combines the campus experience of QMUL with time spent living, studying and working in Paris. It makes use of term 3 and vacation time to provide experience of studying in a French environment instead of including a full year abroad.

Aims of the Programme
1. To provide a coherent, innovative and intellectually challenging programme that promotes the study of language, literature and culture
2. To equip students with advanced linguistic knowledge and skills, both productive and receptive, in the French language, including skills in translation, knowledge of linguistics and knowledge of French for professional purposes.
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3. To introduce students to, and enable them to employ, a range of methodological approaches appropriate to the discipline and depending on the modules selected (for example, advanced skills of cultural analysis applied to literature or visual culture; theories of linguistics)
4. To enable students to develop independent critical thinking and judgement and to undertake both group tasks and independent research tasks
5. To develop a range of transferable skills necessary to the effective communication of ideas and arguments in both French and English
6. To provide a basis for further study in French or in a range of other MA courses, as well as a wide range of transferable skills which are attractive to employers in a global marketplace

What Will You Be Expected to Achieve?

The Programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes, in the areas below. The programme outcomes are referenced to the Framework for higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:

A 1 Ability to demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of French. In addition, to evaluate different theoretical perspectives on these concepts.
A 2 Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 3 Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.
A 4 Ability to identify the character of texts in French and to critically evaluate them.

Disciplinary Skills - able to:

B 1 develop advanced oral, written and comprehension skills in the French language, becoming fluent and accurate users of the language in a wide range of domains and registers.
B 2 understand the socio-historic context of literary and linguistic aspects of French and of French cultural products. In addition, to engage with theoretical models of such contexts
B 3 construct cogent and sophisticated critical essays with evidence of independent study and initiative
B 4 formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations
B 5 demonstrate an understanding of the issues involved in data analysis, and an ability to use analytical techniques under supervision. In addition, to evaluate and choose appropriate analytical techniques, and use them with minimal guidance
B 6 bring critical skills to bear on the analysis of texts (both written and visual). In addition, to compare the effectiveness of different critical techniques
B 7 demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking
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Attributes:

| C1 | Demonstrate effective spoken and written communication skills in French and English, using IT competently and adapting communication appropriately according to the social, professional or cultural setting. |
| C2 | Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively |
| C3 | Demonstrate the independent learning ability required for continuing professional development |

How Will You Learn?

The Programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School of Language, Linguistics and Film. Teaching will be led by research-oriented staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
- Promote the relationship between staff research, teaching and student learning;
- Provide a flexible curriculum which provides excellent student choice;
-Expose students to a diverse set of approaches to the study of their subject area;
-Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
-Inspire intellectual independence in students;
-Employ a variety of assessment methods;
-Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms:

- Lectures: used to convey information, to introduce students to the basic concepts of a discipline or area studied, and to develop sustained interpretation and argument.
- Seminars: students work on a specific assignment, putting into practice the concepts and approaches presented in the lectures and encountered in their reading for the module concerned.
- Oral classes: small groups dedicated to practicing a range of oral production and comprehension skills.
- Laboratory classes: sessions spent in guided study of the structures of French using high-spec language laboratory equipment.
- Independent work: preparing material for seminars (sometimes in pairs or groups), assimilating course material and undertaking independent research into ideas and concepts relevant to the subject area.
- Individual and group feedback on written work or oral presentations.

In addition to the above, the Queen Mary and University of London Institute in Paris Virtual Learning Environments will provide a range of learning resources for each module taken.

How Will You Be Assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis, exercises and orals. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews and practical exercises.
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### How is the Programme Structured?

**Requirements**

Students must take a minimum of 240 credits in French modules (excluding the ULiP research project, but including accredited modules taken at ULiP in year 2) over the period of their studies.

**Year 1 - Level 4**

Students spend the whole year at QMUL. They take 120 credits, comprising:

* 30 Credits compulsory module French Foundations
* 30 Credits of level 4 core language module French I
* 15 Credits compulsory module Translation into French
* 45 Credits optional modules to be chosen from French options and from all other modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences, with the guidance of the student advisor and subject to space available on modules.

**Progression requirements to Year 2**

In order to progress to Year 2 students must pass at least 90 credits, including the core language module. Students who have passed 90 credits without the core language module are not eligible for progression.

**Year 2**

Students spend semester 1 at QMUL. They take 60 credits, comprising:

* 15 Credits of level 5 core language module FRE239A French II [Z occurrence, assessed by coursework only]
* minimum 15 credits / maximum 45 Credits optional level 5 French content modules. French options at level 5 currently include: 'Out of Place: Literature and Dislocation'; 'Memories of WWII in Literature, Film and Art'; 'La Nouvelle Vague'; 'French Phonetics and Phonology'; 'Art in France: Manet to Early Picasso'; 'Twentieth-Century French Thought: Violence and Values'; 'Women's Voices in Early French Culture'.
* minimum 0 credits / maximum 30 credits from all other modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences with the guidance of the student advisor. These will normally be at level 5 or may be at level 4 with the agreement of the advisor.

Students spend semester 2 in Paris at ULIP. They take 60 credits, comprising:

* 15 Credits Level 5 Core Language module French II (R102)
* 15 Credits compulsory module French in a Professional Context
* 30 Credits ULIP Optional content modules. Options currently include: ‘Roots of French Identity; ‘Sociological Roots of Contemporary France; ‘Intellectual and Cultural Roots of Contemporary France; ‘History and Memory
* 0 credit compulsory module Summer Research Project (study only)

All teaching and assessment in this semester are delivered in French by ULIP staff in Paris. All ULIP modules are quality assured by Royal Holloway, University of London.

The core language module taken in the second semester is a dedicated module created by ULIP language specialists to build on the second-year language module studied in London in the first semester. To ensure the seamless delivery of the Year 2 language modules taught first in London and then in Paris, the Language Coordinators at QMUL and ULIP have liaised very closely on the respective contents of FRE239A (QMUL) and R102 (ULIP). The four hours of language teaching provided at QMUL in the first semester will be complemented by a five-hour per week language teaching diet in semester 2. Taken together, these two semesters of study will enable students to feed into the final-year core language module along with students on the 4-year BA in French upon their return to London.

**Summer Research Project (2,000-2,500 words):**

After the assessment period in Term 3, students will remain in Paris throughout the rest of the term and the vacation to complete a compulsory (but non-credited) piece of work. This is designed to develop research skills and independent study; to enhance critical and cultural engagement; to optimize transferable skills; to further boost language skills, and to give added value in terms of exit velocity. The project takes the form of EITHER an essay relating to a content module (a module taken in Year Two, for which additional research has been undertaken, or a module the student intends to take in Year Three), OR a cultural fieldwork report relating to an aspect of the experience of living or working in France. Students taking this option will be encouraged to
take up a work experience placement. The Project will be written in French. ULIP library and computing facilities will be available
to students until the end of July. Guidance will be provided by by QMUL staff via QMplus / email. The Project will be submitted at
the start of Year 3. Students will benefit from formative feedback which will help them to focus on the requirements of their final
year.

Progression to Year 3
To successfully progress to Year 3 students must pass a minimum of 180 credits from their first and second years including the
core language modules. A student who has passed 180 credits but not the core language modules is not eligible for progression.
In addition, students must submit the Summer Research Project in an acceptable form.

Year 3
Students spend the whole year at QMUL. They take 120 credits, comprising:
* 30 Credits of Level 6 Core Language module French III
* 15 Credits compulsory module Advanced Oral Competence in French
* minimum 30 credits / maximum 75 credits optional level 6 French content modules. Level 6 French options currently include:
  'Modern Languages Research Project'; 'New Women's Writing in French'; 'The Sociolinguistics of French'; 'Imagining Modernity:
  Creative Writing'; 'Proust'; 'Lovers and Libertines: Eighteenth Century French Fiction'; 'Surrealism'; 'Narrative in Theory and
  Practice'.
* minimum 0 credits / maximum 45 Credits Optional level 6 content modules from all modules offered in the School of
  Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences.
* minimum 0 credits / maximum 30 Credits Optional level 5 content modules from all modules offered in the School of
  Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences.
Students are not allowed to take level 4 modules in their final year.

Requirements for award
Students must pass a minimum of 270 credits including the final year core language module.

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<th>Academic Year of Study</th>
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What Are the Entry Requirements?

For French degree programmes, applicants must possess an A-Level or equivalent in French. Applicants whose first language is
not English must obtain a grade B in GCSE English language or equivalent, or will be required to have IELTS 7 (with grade 7 in
writing)

Applications from native speakers of French are welcomed

AS/A-level:
Typical tariff/grades requirement: 340 points, equivalent to AAB at A-level with no lower than a B in French
Excluded subjects: General Studies and Critical Thinking

International Baccalaureate: Overall 34 with 5 in Higher Level Language

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and
its students. The committee consists of student representatives from each year in the school/institute together with appropriate
representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum
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for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute’s work throughout the year to monitor academic standards and to improve the student experience. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Personal tutor arrangements:
The policy of the School of Languages, Linguistics and Film is to provide maximum support and guidance to all students of the School throughout their course of study at Queen Mary. Each student's academic progress and personal welfare is monitored by an advisor in the French department with whom regular meeting slots are available. This policy will be retained during semester 4 at the University of London Institute in Paris.

Advisors see advisees at regular intervals and are responsible for the overall profile of the student's programme of study. This is chiefly an academic role, covering module choice and registration, advice on study skills and assessment. The other main function of the Advisor is a pastoral one. Advisors are interested in their advisee's general welfare and if difficult problems of a pastoral or academic nature emerge, may recommend that they consult the School Senior Tutor or College Professional service departments, including Disability and Dyslexia, Welfare and Counselling.

Support for learning and personal development:
All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

The School of Language, Linguistics and Film collaborates with the College's Thinking Writing team and Language Learning Unit to support students in the development of their writing skills; we recognise how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds. The School of Languages, Linguistics and Film runs a Writing Support Centre which offers weekly workshops to any students who would like to develop their academic writing further. The College also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

Programme induction
All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers. These are followed by a programme of weekly group meetings for all new students with their Adviser in French during the first semester to compare experiences and discuss issues arising from their studies. These sessions cover a different topic each week (ranging from academic issues such as plagiarism to pastoral matters such as dealing with financial problems) as well as allowing time for free discussion.

Programme-specific Rules and Facts
**Specific Support for Disabled Students**

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

**Links With Employers, Placement Opportunities and Transferable Skills**

As a graduate with high-level skills in French and in English, you have been trained to value both linguistic precision and cultural contexts. In addition to your excellent communication skills (written and spoken) you have the cultural flexibility that comes from having lived, and perhaps worked, abroad. Your training in the analysis and interpretation of complex material as well as in report-writing, group-working and presentation skills is highly valued by future employers. Our graduates are attracted to sectors as diverse as banking, multinational corporations, marketing, PR, sales, management consultancies, the diplomatic service, publishing, the media, teaching, law, computing, library management. Each year a number of our students go on to study at postgraduate level.