PROGRAMME SPECIFICATION

Awarding body/institution: Queen Mary, University of London
Teaching institution (if different from above): n/a

If accredited by a professional/statutory body, please give the name, date of last accreditation visit, approximate date of next visit and details of exemptions that will be given to QMUL graduates: n/a

Name of the final award: BA Honours

Duration of Study/Period of Registration: Four years including year abroad
Three years with exemption from year abroad

Programme title: Two languages and European Studies:
French and German / Hispanic Studies / Russian (European Studies)
German and Hispanic Studies / Russian (European Studies)
Hispanic Studies and Russian (European Studies)

UCAS code: QAA Benchmark Group

Criteria for admission to the programme:
Three A-levels, or two A- and two AS-Levels or an equivalent qualification. The programme is open to students with an A-Level in one or both of the languages, or to beginners, or to students in between. Students without an A-Level in a language must display evidence of prior learning to an appropriate standard of a language other than their mother tongue. It is not possible to study both languages from beginners’ level: A-Level or equivalent knowledge of one of the two languages is normally required.

Aims of the programme:
The aims of the programme are in keeping with the School’s mission statement:
• To produce research of the highest quality, nationally and internationally recognised as such, in modern languages, film and linguistics;
• To provide a wide range of courses in language, literature, linguistics, film and thought, of the highest quality and informed by the best research, allowing flexibility of choice;
• To apply those teaching and assessment methods which are most conducive to achieving the learning outcomes of the School’s courses and to measuring this achievement;
• To provide a supportive intellectual community, within which the individual needs of each student are addressed;
• To ensure that students graduating from the School will have developed knowledge and skills appropriate to a wide range of subsequent careers; in particular, to develop their capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

In particular, the programme aims:
• To impart a high level of linguistic knowledge and skills, both productive and receptive;
• To present the languages themselves as rewarding objects of study, from the perspectives of linguistics and philology;
• To give students access to a range of material in each foreign language that is worthy of study either as a product of the culture concerned or in a broader cultural and intellectual perspective, or both. This material can be found in different media (written and visual, such as cinema) and different genres (fiction, theatre, poetry, philosophy and so forth). These aims intertwine, since the broader and deeper the student’s knowledge of and skills in each language, the broader and deeper the understanding of the material they can achieve.
• To further students’ understanding of European cultures and societies, their history and development, their complexity and their diversity;
• To provide opportunities to study the culture of the core languages within a broader European context, to make links with other national cultures, and to develop an interdisciplinary perspective (involving for instance, history, geography and politics, as well as literature, film and art).

Learning outcomes for the programme:
The degree programme requires students to develop and demonstrate:
• knowledge of each language and skill in its use
• knowledge and understanding of related subjects: a) the language itself as an object of study (its history, structure, varieties, etc), b) a range of material originally produced in each language, in various media (eg books, film) and genres (eg fiction, poetry, drama, political theory, philosophy), and c) a broader range of material relating to European history, geography, politics, economics, laws or art. Courses dealing with these related subjects are termed ‘content courses’ (as distinct from ‘language courses’). Both language and content courses are assigned to one of the QAA defined levels 1, 2 and 3, indicating the nature of the relevant skills and knowledges required. Some content courses are offered at dual levels, and in those cases distinct learning outcomes are given for each level.

Language skills
Students will normally:
• reach a high level of understanding of the target languages in their written, spoken and recorded form
• develop advanced speaking and writing skills
• become fluent and accurate target language users in a wide range of personal, academic and other domains.
They are likely to be at ease with a wide range of topics and registers in formal and informal situations, and to be familiar with a wide range of source materials in the target languages.

Language-related skills
Students will acquire the necessary linguistic tools and metalanguage to describe and analyse the main features of each language studied and learn to make effective use of language reference materials, such as grammars, standard and specialised dictionaries.

Subject-related skills
Students will acquire knowledge and understanding of a wide range of primary and secondary material written in or related to each language:
• cultural products (eg books, films) and the concepts and techniques necessary to understand and analyse them
• intellectual and cultural movements (eg psychoanalysis, the Enlightenment, modernism)
• the structure, history and varieties of the languages studied, and the relation of these to social structures and to social and political history.

Students will also acquire knowledge and understanding of key features of European culture and society:
• developments in European history
• the evolution of European societies
• Europe-wide intellectual and cultural movements (eg Romanticism)
• Major European schools of thought (eg Marxism)

Intellectual skills
• Handling and application of abstract concepts.
• Ability to identify key problems under discussion.
• Perception and application of fine distinctions.
• Critical skills: analysis and interpretation of complex and sometimes ambiguous material (texts or data); weighing of evidence.
• Argumentative skills: organising one’s argument, reasoning logically, adducing appropriate evidence.

Transferable (key) skills
• Effective communication (verbal and written) in one’s own and in the target language, in several registers and for varied purposes.
• Capacity to use information technology.
• Word-processing.
• Capacity to work effectively with others, to listen to others’ points of view and to express one’s own in a sensitive and helpful manner.
• Capacity for self-directed learning in response both to precise and to general guidance.
• A reflexive attitude to one’s own learning; an understanding of forms of learning in general and of one’s own in particular.
• Time management: prioritising, multi-tasking and working to deadlines.

Teaching, learning and assessment strategies:

Combination of lectures and seminars.

Lectures: used to convey information, to introduce students to the basic concepts of a discipline or area studied (film studies, history, drama, language), 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 viewing and reading for the course.

Independent work by students: preparing material for seminars (often in pairs or groups), assimilating course material (viewing films, reading texts etc.).
Assessment: 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 the course. Examinations may take the form of essay questions or sequence analysis. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews. Oral presentations, suitably monitored, or in-class quizzes may also be used.

Programme structure(s) and requirements, levels and courses:

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<tr>
<th>Year</th>
<th>X Language I*</th>
<th>Y Language I*</th>
<th>European Culture and Society</th>
<th>2 other c.u. at Level 1</th>
<th>2 c.u.</th>
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<tr>
<td>1</td>
<td>X Language I*</td>
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<td>X Language II</td>
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<td>3</td>
<td>Year Abroad Assessment</td>
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<td>4</td>
<td>X Language III</td>
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Two language and European Studies students must take minimum 8 c.u. (including core language courses and the Year Abroad Assessment) in one language they are studying, minimum 6 c.u. (including core language courses) in the other language, the European Studies core courses, and 4 other c.u. approved as relevant to the European Studies programme over the period of their studies.

* Language I = the core language course for post-A-Level students; Language II = core second year language course; Language III the core final year language course. Beginners or near-beginners are integrated into the rest of the cohort in ways that slightly vary with the different departments, so that they can progress to the Level 3 language course in their final year. Ab initio students must always spend the year abroad in the country where that language is spoken. Departments may also have different requirements for native speakers.

Indicators of Quality (please include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring.)

Student / Staff Liaison Committee meetings
The SSLC meets in weeks 5 and 11 of each teaching semester, and may meet more frequently if required, to consider and discuss matters relating to:

- the content and organisation of programmes of study and any proposed changes;
- the provision of academic facilities and general Departmental/ School/ College facilities;
- Departmental/ School social activities;
- provision for student welfare including the operation of the personal tutor system;
- arrangements for induction and study skills provision;
- local monitoring of academic standards through, for example, consideration of annual reports on undergraduate and postgraduate teaching, first destination statistics and the results of student evaluation questionnaires;
- election of student representatives to Faculty/ School Boards and College committees with assistance from the Student Union;
- any other topics on which the SSLC wishes to express a view.
It is made up of one undergraduate student representative from each year (first, second and final) from each department of the School, plus one taught postgraduate student from each MA and one research student. Staff representatives are the Senior Tutor, Head of School, School Administrator, plus one member of staff from each department.

**Student feedback mechanisms**
The main forum for students to give feedback on their learning experience is via the SSLC and the advising system. In addition, all students are invited to complete an evaluation questionnaire at the end of each course, the results of which are considered by the course organiser and relevant Chair of department, as well as being discussed at the SSLC.

Students receive feedback on their progress through questions and discussion in class, the essays they write, etc., and teachers’ comments on them all stimulate and help students to clarify their ideas, and also show the effectiveness of the teaching/learning process. Students are encouraged to discuss their essays individually with their teachers, who will usually set aside times to do this when any work is returned. They are also encouraged to discuss their general progress with their Adviser each semester.

**Personal tutor arrangements**
The policy of the School of Modern Languages is to provide maximum support and guidance to all students of the School throughout their course of study at Queen Mary. This is achieved through an advising system, where students are each allocated a member of staff of the School as their Adviser.

Advisers see each Advisee at regular intervals and are responsible for the overall profile of the student’s programme of study. This is chiefly an academic role, covering course choice and registration, advice on study skills and assessment. The other main function of the Adviser is a pastoral one. Advisers are interested in their Advisees’ general welfare and if difficult problems of a pastoral or academic nature emerge, may recommend they consult the School Senior Tutor or College Central Services.

Where possible, students remain with the same Adviser throughout their studies. Students who feel the relationship is unsatisfactory, can arrange to change Advisers, or to consult the Chair of their department, the School Senior Tutor or the Head of School.

**Programme induction**
All students attend briefing meetings during the registration period at the start of their studies at Queen Mary. These are followed by a programme of weekly group meetings for all new students with their Adviser 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 review and monitoring**
In addition to the scrutiny of the SSLC, programmes within the School are also monitored by the School’s Teaching and Learning Committee which is charged with keeping under review all of the undergraduate teaching of the School. In particular, it considers all proposals for new programmes of study and new course units, as well as their modification or withdrawal, reporting to the School Board on these and related matters.
| **Person Completing Programme Specification** |  |
| **Person responsible for management of programme** |  |
| **Date programme specification agreed by Department or teaching and learning committee** |  |
| **Date of completion of programme specification:** |  |
| **Date of approval by Faculty Board/EB:** |  |
| **Date of update/amendment:** |  |