



## Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	Bachelor of Arts (BA) German
Name of Interim Award(s)	
Duration of Study / Period of Registration	4 years (R201) / 3 years (R2AZ)
QM Programme Code / UCAS Code(s)	R201 / R2AZ
QAA Benchmark Group	n/a
FHEQ Level of Award	Level 6
Programme Accredited by	n/a
Date Programme Specification Approved	18 Apr 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

n/a

### Programme Outline

Studying modern languages is about more than vocabulary, grammar and pronunciation: you will also immerse yourself in culture, spend time working or studying abroad and learn to understand the subtleties of communication.

This is the most specialised of the degree programmes offered by the Department of German. Each year you follow core language modules in which skills in the understanding and expression of German are developed by a variety of methods. In your first year a foundation module introduces you to linguistics, literature and culture. In your second and final years, you broaden and deepen your knowledge to include, for example, literary and gender studies, media or the history of ideas. You can also take additional specialist language modules and acquire the critical and linguistic skills associated with the production of a play in German. Your third year is normally spent abroad, in one of the German-speaking countries. You can choose to study at another university, or else take up a work placement, for example as a teaching assistant.

### 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

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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 the 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 the language, the broader and deeper the understanding of the material they can achieve.

## 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 English and German. 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	To identify the character of texts in German (influence of genre, history and function). In addition, to critically evaluate the character of such texts.

### Disciplinary Skills - able to:

B 1	develop advanced oral, written and comprehension skills in the German language, becoming fluent and accurate users of the language in a wide range of domains and registers.
B 2	understand the socio-historical contexts of literary and linguistic aspects of German and of English. 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.

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B 6	bring critical skills to bear on the analysis of texts. 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.

### Attributes:

C 1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C 2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.
C 3	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. 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 coherent curriculum which maximizes 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 viewing and reading for the course.

Independent work by students: 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.

### 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 or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used. Language examinations may include oral and aural assessments.

## How is the Programme Structured?

### Requirements

Students must take a minimum of 240 credits (out of an overall load of 360 credits) in addition to the Year Abroad in German modules over the period of their studies. The Year Abroad is worth 120 credits and is a compulsory and integral part of the degree programme. Exceptionally the School can exempt students from the Year Abroad. These students will submit a change of programme form to change their degree to a 3-year degree. The programme requirements for the 3-year variant are exactly the same as for the 4 year programme but without the Year Abroad requirements.

### Structure

Students are separated into 4 language streams and follow the degree pathways as follows

#### Year 1 – Level 4

##### Ab-Initio

30 Credits Introductory German (Core Module)

30 Credits European Culture and Society (Compulsory Module) [counts as German module for this pathway]

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser

##### Post-GCSE

30 Credits German I Intensive (Core Module)

30 Credits European Culture and Society (Compulsory Module) [counts as German module for this pathway]

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser

##### Post A-Level

30 Credits German I (Core Module)

30 Credits Foundations of German Studies (Compulsory Module)

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser

##### Native Speakers of German

15 Credits German I N (Core Module)

30 Credits Foundations of German Studies (Compulsory Module)

Minimum 30 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser

### Progression Requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits including the core language module. Students who have passed 90 credits without the core language module are not eligible for progression. Students who have taken Introductory German must pass this module with a grade C or above in order to progress to the second year.

#### Year 2 – Level 5

##### Ab-Initio

30 Credits

German II Intensive

(Core Module)

15 Credits

Contemporary German Studies I (compulsory module)

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15 Credits

Contemporary German Studies II (compulsory module)

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules at level 5

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. A maximum of 30 credits of these modules may be at level 4.

Post-GCSE

30 Credits German II(Core Module)

15 Credits Contemporary German Studies I (compulsory module)

15 Credits Contemporary German Studies II (compulsory module)

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules at level 5

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. A maximum of 30 credits of these modules may be at level 4.

Post A-Level

30 Credits German II(Core Module)

15 Credits Contemporary German Studies I (compulsory module)

15 Credits Contemporary German Studies II (compulsory module)

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules at level 5

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. A maximum of 30 credits of these modules may be at level 4.

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30 Credits German II N (Core Module)

15 Credits Contemporary German Studies I (compulsory module)

15 Credits Contemporary German Studies II (compulsory module)

Minimum 15 Credits/ Maximum 60 Credits optional modules to be chosen from GER-coded modules at level 5

Minimum 0 Credits/ Maximum 45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. A maximum of 30 credits of these modules may be at level 4.

Progression Requirements to Year Abroad/Final Year

To successfully progress to the Year Abroad (or Final Year for exempted students) students must pass a minimum of 180 credits from their first and second years including the core language modules. Exceptionally the School may progress a student to the Year Abroad if the student has passed 180 credits from their first and second year but not the core language module. The student must re-sit the failed core language module during the following academic year and may not progress to final year from the Year Abroad until this hurdle has been passed.

Year Abroad

120 Credits compulsory German Year Assessment for all language streams

Progression Requirements to Final Year from Year Abroad

Presentation of the Year Abroad assessment in an acceptable form.

Final Year – Level 6

Ab-Initio / Post-GCSE / Post A-Level

30 Credits German III (Core Module)

Minimum 60 Credits/ Maximum 90 Credits optional modules to be chosen from GER-coded modules at level 6

Minimum 0 Credits/ Maximum 30 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. These modules may be at level 5 or 6. Students are not allowed to take level 4 modules in their final year

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30 Credits German III N (Core Module)  
Minimum 60 Credits/ Maximum 90 Credits optional modules to be chosen from GER-coded modules at level 6  
Minimum 0 Credits/ Maximum 30 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser.  
These modules may be at level 5 or 6. Students are not allowed to take level 4 modules in their final year

Requirements for Award  
Students must pass a minimum of 270 credits plus the Year Abroad (if applicable) including the final year core language module.

## Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

## What Are the Entry Requirements?

### A-levels

Tariff/Grades Requirement: 300 points from three A-Levels with B in German if offered, or in another language which is not the applicant's mother tongue if not. Excluded subjects: General Studies and Critical Thinking.

### Additional information

Applicants whose first language is not English must obtain a grade B in GCSE English Language or equivalent, or will be required to take IELTS and achieve grade 7 overall with grade 7 in writing.

Equivalent overseas qualifications are welcomed.

## 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 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. This is achieved through an advising system, where students are each allocated a member of staff of the School as their Adviser.

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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 module 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.

### 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 Languages, Linguistics and Film recognises how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds. We run 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 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-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

Graduates from Queen Mary's School of Languages, Linguistics and Film go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as interpreting and teaching, whilst others transfer skills gained during study into areas such as marketing.

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Throughout their time at Queen Mary, students have access to a careers programme to prepare them for internships and graduate level work. This includes workshops on job hunting and job applications as well as employer events to facilitate networks and help students to explore their options.

The year abroad provides an excellent opportunity for students to gain work experience using our placement programme as well as the British Council Language Assistantship scheme. Recent careers events include a workshop for returning 4th year students "What a Difference a Year Abroad Makes" and a speed meet event with alumni working in a variety of roles – "Make Languages Work for You" to assist students in evaluating the skills they have acquired.

## Programme Specification Approval

**Person completing Programme Specification**

Jill Evans

**Person responsible for management of programme**

Prof. Adger, Head of School

**Date Programme Specification produced/amended by School Learning and Teaching Committee**

April 2013

**Date Programme Specification approved by Taught Programmes Board**

18 Apr 2013