

Programme Title: French and German



## 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 French and German
Name of Interim Award(s)	
Duration of Study / Period of Registration	4 years (RR21) / 3 years (RRBZ)
QM Programme Code / UCAS Code(s)	RR21 / RRBZ
QAA Benchmark Group	n/a
FHEQ Level of Award	Level 6
Programme Accredited by	n/a
Date Programme Specification Approved	22 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 degree programme is split equally between two languages. To achieve the same high level of competence in both languages, you follow core language modules in which skills in the understanding and expression of French and German are developed by a variety of methods. In your first year, foundation modules in both French and German Studies introduce you to linguistics, film, literature, philosophy, politics and culture. In your second and final years, you broaden and deepen your knowledge to include more specialised modules until by the end of your final year, you are able to speak both languages fluently, write analytically, interpret and analyse complex texts, present papers on chosen topics and translate challenging texts.

You normally spend your third year abroad in the country of one of your languages of study.

### 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;

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- To provide a wide range of modules 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 modules 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 French 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 French and 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 French and German languages, becoming fluent and accurate users of the languages in a wide range of domains and registers.
B 2	understand the socio-historical contexts of literary and linguistic aspects of German and of French. 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.

B5	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.
B6	bring critical skills to bear on the analysis of texts. In addition, to compare the effectiveness of different critical techniques.
B7	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.

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

### How Will You Learn?

The programme is taught in accordance with Teaching, Learning and Assessment Strategy of the School of Languages, 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 maximizes student choice;
- Expose students to a diverse set of approaches to the study of both French and German;
- 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;
- Seminars, including a variety of group work;
- Small group tutorials (with Advisers);
- Writing intensive courses;
- Independent work by students;
- Field trips;
- Individual supervision of projects and dissertations;
- Individual feedback on written work including examinations

### 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 135 credits in French modules and 135 credits in German modules in addition to the Year Abroad module in either French or German 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 German language streams and follow the degree pathways as follows

#### Year 1 – Level 4

##### Ab-Initio German

30 Credits Introductory German (Core Module)

30 Credits French I (Core Module)

30 Credits European Culture and Society (Compulsory) [counts as a German module]

30 Credits French Foundations (Compulsory)

##### Post-GCSE German

30 Credits German I Intensive (Core Module)

30 Credits French I (Core Module)

30 Credits European Culture and Society (Compulsory) [counts as a German module]

30 Credits French Foundations (Compulsory)

##### Post A-Level German

30 Credits German I (Core Module)

30 Credits French I (Core Module)

30 Credits Foundations of German Studies (Compulsory)

30 Credits French Foundations (Compulsory)

##### Native Speakers of German

15 Credits German I N (Core Module)

30 Credits French I (Core Module)

30 Credits Foundations of German Studies (Compulsory)

30 Credits French Foundations (Compulsory)

15 Credits optional modules to be chosen from GER-coded modules

#### Progression Requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits including both the core language modules. Students who have passed 90 credits without the core language module are not eligible for progression.

#### Year 2 – Level 5

##### Ab-Initio German

30 Credits German II Intensive (Core Module)

30 Credits French II (Core Module)

15 Credits

EITHER

Contemporary German Studies I

OR

Contemporary German Studies II

45 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the

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Faculty of Arts subject to space available on modules with the guidance of the students' adviser. Up to 30 credits of these modules may be at level 4 or level 6 with the advisers' agreement.

### Post-GCSE German

30 Credits German II (Core Module)

30 Credits French II (Core Module)

15 Credits

EITHER

Contemporary German Studies I

OR

Contemporary German Studies II

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. Up to 30 credits of these modules may be at level 4 or level 6 with the advisers' agreement.

### Post A-Level German

30 Credits German II (Core Module)

30 Credits French II (Core Module)

15 Credits

EITHER

Contemporary German Studies I

OR

Contemporary German Studies II

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. Up to 30 credits of these modules may be at level 4 or level 6 with the advisers' agreement.

### Native Speakers of German

30 Credits German II N (Core Module)

30 Credits French II (Core Module)

15 Credits

EITHER

Contemporary German Studies I

OR

Contemporary German Studies II

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. Up to 30 credits of these modules may be at level 4 or level 6 with the advisers' agreement.

### 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

EITHER 120 Credits compulsory French Year Abroad module OR 120 Credits compulsory German Year Abroad module, OR 60 Credits compulsory French Semester Abroad AND 60 Credits compulsory German Semester Abroad. Students who began studying German from ab-initio level must take the German Year Abroad module.

### 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 German

30 Credits German III (Core Module)

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### 30 Credits French III (Core Module)

Minimum 15 Credits/ Maximum 45 Credits optional modules to be chosen from FRE-coded modules at level 6

Minimum 15 Credits/ Maximum 45 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

### Native Speakers of German

30 Credits German III N (Core Module)

30 Credits French III (Core Module)

Minimum 15 Credits/ Maximum 45 Credits optional modules to be chosen from FRE-coded modules at level 6

Minimum 15 Credits/ Maximum 45 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 including both the final year core language modules, but not including the Year Abroad module (if applicable).

## Academic Year of Study

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

## What Are the Entry Requirements?

Typical tariff or grades required: 300 UCAS tariff points from 3 A-levels (equivalent to BBB at A-level) with a minimum B in French and B in another language if they are taking it or relevant subject.

Excluded subjects: General Studies and Critical Thinking.

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

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.

Each student's academic progress and personal welfare is monitored by an adviser, the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Experience Manager in the School of Languages, Linguistics and Film, who works with academic staff to assist students in need of support.

Where appropriate, students will be advised to make use of relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

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-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)

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• 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.

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.

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## Programme Specification Approval

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**Person completing Programme Specification**

Jill Evans

**Person responsible for management of programme**

Prof. Adger

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

April 2013

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

22 Apr 2013