



UNIVERSITY OF
OXFORD

**FACULTY OF ENGLISH LANGUAGE AND
LITERATURE**

FACULTY OF MODERN LANGUAGES

**BA Modern Languages and
English**

Programme Specifications

1	Awarding institution/body	University of Oxford
2	Teaching institution	University of Oxford
3	Programme accredited by	N/a
4	Final award	B.A. (Hons)
5	Programme	English and Modern Languages
6	UCAS code	TQ93 (four year course, including a compulsory year abroad)
7	Relevant subject benchmark statement	English, Languages and related studies
8	Date of Programme Specification preparation	October 2002 (revised 2003 and 2008)

CONTACT DETAILS

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9	Educational aims of the programme	
<p>The programme aims to enable its students to:</p> <ul style="list-style-type: none"> • Acquire a knowledge of a foreign culture with specific reference to its literature and language, characterised by range, depth and conceptual sophistication; • Achieve a high level of competence in the spoken and written language they are studying, and to communicate effectively in formal and informal registers; • Acquire some knowledge of the historical development of the expressive resources of the English language and the ways in which this relates to and impacts on the production of literary texts; • think critically and in an historicised manner about the complex relationship between literary texts and their social, political, cultural and other relevant contexts; • Develop the skill of independent thinking and writing, drawing on technical skills in literary and linguistic investigation, and on a sensitive understanding of foreign cultures in the past and in the present; • Promote skills of relevance to further professional development of cultural, literary and linguistic understanding, and which are transferable to a wide range of contexts in the workplace and in later life; • Engage and enhance their critical skills, imagination and creativity as an intrinsic part of an intense learning experience. 		

10	Programme outcomes		
	<i>A</i>	<i>Knowledge and understanding of:</i>	<i>Related teaching/learning methods and strategies</i>
	1	How primary evidence is employed in literary-critical, linguistic and philological analysis and argument;	The detailed study of linguistic structures, literary texts, and films and other artefacts from a range of periods is essential to the course. Literary works are read in their original language, as is some of the associated critical writing. Close attention is paid in lectures, classes and tutorials to the texts' generic, cultural and linguistic specificity.
	2	A broad range of literary and, where chosen, linguistics topics including literary theory, the history of literary criticism, and processes of literary production and dissemination	On the Modern Languages side, students may study broad topics in the literature of different periods of their choice, ranging from the medieval to the modern, and may also choose from a further wide range of courses more focussed on specific literary and linguistic topics. On the English side, the course allows students to read and analyse literature from a wide range of periods and genres and exposes them to a variety of theoretical and ideological approaches to literary and cultural history.
	3	Relevant linguistic skills;	Students have a variety of language classes throughout their course, and also spend their third year abroad to develop their written and oral skills in the language(s) studied.

<p><i>Assessment:</i></p> <p><i>In terms of summative assessment, most aspects of the required knowledge and understanding are tested through written examinations held during the course of the third and the twelfth terms of the programme, and by extended essays submitted in the tenth and eleventh terms. Within a range of Special Subjects studied, some options involve coursework. . Oral language skills are tested in examinations in the final term of the course.</i></p> <p><i>Formative assessment is provided in both weekly tutorials and practice examinations. Understanding is particularly assessed on a continuous formative basis through the weekly tutorial or seminar, and through language classes. Most colleges also have a regime of termly report reading that offers regular valuable feedback to the student.</i></p>		
B	Intellectual skills: the ability to	Teaching/learning methods and strategies
1	Read closely, exercise critical judgement and undertake sophisticated analysis;	There is emphasis throughout the programme on the skills relevant to the careful and critical reading and exegesis of primary texts. The ability to gather, sift, synthesise and interpret secondary material is also recognised as making a particular contribution to the development of sophisticated analytical skills.
2	Argue persuasively, using appropriate and accurate critical terminology;	Practical rhetorical skills are honed within the weekly tutorial context, and in the classes associated with some elements of the course. Student essays and presentations must display the ability to identify issues, to formulate arguments that are susceptible to demonstration, and to marshal evidence and analysis in a logical and coherent way.
3	Approach problems with creativity and imagination;	Developing the creative thinking and encouraging the exercise of disciplined imagination of all students is integral to the programme. These attributes are regarded as essential if students are to comprehend the values and expectations of present and past societies, and the literary cultures and languages studied.
4	Develop the exercise of independence of mind, and a	The study of a foreign culture develops an awareness of contrasts with our native

	readiness to challenge and criticise accepted opinion.	<p>culture. All our learning strategies are designed to inculcate independence of thought, most particularly the vigorous argument that we seek to encourage in our regular tutorials. On literary and linguistic or philological topics, students are expected to acquire familiarity with different and sometimes conflicting approaches and interpretations, and to develop their own views through critical engagement with the work of others.</p> <p>They will also have contact through tutorials and lectures, with post-holders at the forefront of new research whose own work is likely to challenge certain aspects of the status quo within their particular fields.</p>
<p><i>Assessment:</i></p> <p><i>The formative assessment provided by weekly tutorials is critical to the development and monitoring of the intellectual skills set out here. Students receive weekly scrutiny of these skills through their presentation and defence of written essay material in front of an established academic and, usually, one or more of the student's peer group. In classes, presentations to a larger group of peers need to be thorough, professional, and critically and textually persuasive.</i></p>		
C	Practical skills: the ability to	<i>Teaching/learning methods and strategies</i>
1	Write well in a manner which can be adapted for a variety of audiences and contexts;	The continuous scrutiny of written work, whether produced for tutorials, language classes or examinations, aims to promote writing which is marked by well-structured and coherent argument, in a prose that is clear, appropriate and fluent.
2	Engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them;	The weekly tutorials and other classes or seminars provide ample opportunity to develop and refine high-level skills in oral presentation and discussion.
3	Ensure that a range of evidence and opinion can be brought to bear on a problem, and to develop research skills to this end;	Emphasis is placed on showing a familiarity with a variety of bibliographical resources and on demonstrating an ability to identify and

		retrieve primary sources and secondary literature in English and other languages.
4	Employ advanced language skills in oral and written contexts.	A range of language classes is provided throughout the undergraduate course. Conversation, discourse and comprehension classes with native speakers develop oral and aural skills in formal and informal contexts. Classes on the written language teach formal grammar and extend students' accuracy and knowledge of different registers through translation into and out of the language(s) studied, and through essay composition and other exercises.
5	The ability to access, manipulate and assess electronic data	Induction sessions in IT are supplemented by a range of opportunities to develop skills in this field.
<p><i>Assessment:</i></p> <p><i>Formative assessment through the weekly tutorial, seminar presentations where appropriate, and language classes enables a continuous monitoring of the development of practical skills. Termly reports from tutors and language teachers identify both points of excellence and of concern, while more formal assessment through termly College-based examinations ('collections') provides opportunities to monitor and provide feedback on skills associated with timed written examinations.</i></p>		
D	Transferable skills: the ability to	<i>Teaching/learning methods and strategies</i>
1	Find information, organise and deploy it;	Information retrieval from printed materials, together with the regular use of IT (library catalogues etc.), is integral to all aspects of the programme.
2	Draw on such information to consider and analyse complex problems, in ways that are imaginative and sensitive to the norms and traditions of other cultures;	These are the skills at the heart of our programme. They are eminently transferable to contexts beyond the university and they foster cultural awareness.
3	Work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with	The tutorial system is designed to promote independent research skills, while Faculty and College-based seminars for certain options encourage

	others;	collaboration.
4	Structure and communicate ideas effectively in a variety of written and oral formats;	Fostering the ability to present ideas effectively and to respond constructively to the ideas of others is integral to the nature and construction of the programme.
5	Plan and organise the use of time effectively;	Students who are expected to produce up to four pieces of written work per week (tutorial essay plus language work) learn how to organise their time very efficiently.
6	Employ language skills at an advanced level.	Graduates of this programme will have received extensive language training and will normally have spent a year abroad in the relevant country, refining their language skills in a variety of practical contexts.

Assessment:

The transferable skills identified in (1)-(6) above are essential elements of this programme. As such they become the focus of much of the regular comment provided by tutors and language teachers in their weekly contacts with students, and in the various modes of formal feed-back provided to students throughout the course.

General teaching/learning methods and strategies

Each of the student's examination options has an appropriate teaching strategy, according to the nature of the academic task, the subject matter, and the option's place in the cumulative process of learning over the four years of the course. Lectures, classes and tutorials are all used to provide different kinds of learning experience.

1	<p>Lectures:</p> <p>The first year of the Modern Languages course offers a fixed syllabus for each student in each language, and lecture courses are closely tied into this syllabus. They are used to provide a detailed introduction to material set for examination, as well as a broader sense of culture and history, and of the discipline to be studied. Lectures play an equally important part in the delivery of the first year English component, particularly the compulsory paper, An Introduction to Literary Studies, for which they serve as the primary means of instruction. Later in the course a wide variety of lectures is offered to match the broad range of options available to students. Lectures provide examples of how complex materials can be organised into intellectually persuasive patterns by introducing different critical approaches to the material being studied, and so enhance the development of intellectual and practical skills; they also function as a source of orientation, information, enlightenment, enrichment and intellectual challenge.</p>	
2	<p>Language classes:</p> <p>Language skills are developed in oral and written classes, often conducted by native speakers. These classes run alongside tutorials and lectures on literary and linguistic topics, and they are both an essential foundation of the skills acquired through the course, and a means of enabling those skills to be put to broader use.</p>	
3	<p>Tutorials and seminars:</p> <p>The tutorial - usually a weekly meeting between one member of the academic staff, expert in the subject matter of the course, with one or two students, each of whom has prepared an essay on an agreed topic – is at the heart of the learning experience in this programme. Essays are written after the tutor has discussed possible approaches to a topic and provided a reading list. The essays are discussed rigorously and constructively in terms of substance and style, and the broader themes they raise are discussed during the tutorial. The tutorial is the major vehicle through which the learning outcomes of this programme are secured, both the students' acquisition of knowledge and the fostering of their intellectual capacities and their practical skills. Some options are taught in larger groups through seminars in which students present papers and submit their ideas to the critical scrutiny of their peers. Essay work builds on group discussion.</p>	
11	<p>Programme Structures and Features</p>	

Progression through the programme is a process of interlinked consolidation and development. Skills are developed through the implicit reinforcement of their importance in the design of the programme (in particular the growing emphasis on independent learning) and an explicit fostering of their growth by extensive formative assessment.

Progression is monitored in absolute terms by public examinations and in relative terms by internal college assessments of the student's development. The base line is provided by student performance at the highest level prior to admission (see **13** below). On admission students will have demonstrated

- The ability to use the language they are taking from A-level with an appropriate degree of accuracy and complexity both in spoken and in written form, and/or the linguistic aptitude and preparatory work of an order indicating they can succeed in studying a language *ab initio*
- The ability to write and talk intelligently and perceptively about literary texts;
- The ability to take some account of the importance of relevant contexts;
- Potential in weighing and presenting evidence;
- Analytical skills and an ability to distinguish and assess different points of view and make connections between ideas;
- Potential as an active and independent learner;
- Some familiarity with and interest in the relevant culture(s) and/or literature(s);

Drawing on and reinforcing this foundation, the programme expands the students' knowledge, and enhances their language skills and intellectual qualities as a cumulative process. Alongside a constant process of formative assessment, the basic rhythm of the programme is provided by formal procedures of Assessment at the end of the first year (Preliminary Examination) and then at the end of the final (normally fourth) year (Final Honour School).

Normally, students spend their third year abroad and complete the course at the end of their fourth year. The main purposes of the year abroad are to facilitate the refinement of language skills in a variety of practical contexts; to acquire first-hand knowledge of everyday life in the culture(s) of the language(s) studied; and to develop the ability to operate independently in a country where the target language is dominant. Students are strongly recommended by the Faculty to apply through the Central Bureau for Educational Visits and Exchanges for an Assistantship, where this is available. The Faculty's Year-Abroad Officer co-ordinates information sessions both on the assistantship scheme and on alternative arrangements. College Tutors are responsible for advising individual students on their placements, for agreeing an individual programme of academic work to be carried out during the year, and for supporting students during the year abroad. Progress and achievement are overseen by college tutors and reported to the faculty board.

A	<p><i>Learning in the first year</i></p> <p>The objective of the first-year course is to ensure that students have a grounding in the relevant critical and theoretical skills and in their language of choice, while moving them rapidly to a higher level of subject knowledge and critical understanding than they possess at entry to the programme. Students work on courses that prepare them for examination in the Preliminary Examination at the end of the first year. Students may study English and one Modern Language and will be required to undertake the following course components.</p>	
	<i>Course</i>	<i>Comment</i>
	<p>Modern Languages Component</p>	
	<p>Two language papers</p>	<p>A range of language skills are developed. The exercises on these papers vary between languages, building upon existing communicative skills by extending students' knowledge of grammar, vocabulary and register. This is achieved by a mixture of language exercises, guided composition in the language, comprehension exercises, and more formal translation into and out of the language.</p>
	<p>Two literature papers</p>	<p>The precise content of the literature papers varies between languages. In every case, however, they require a mixture of close commentary and essay writing on literary texts from a range of periods and genres. The commentary exercise develops students' ability to analyse detailed features of language and genre, whilst essay writing teaches them how to produce more general structured arguments. Texts are chosen for their accessibility to students, many of whom have not studied literature in the sixth form, and to give them an idea of the periods, authors and genres they can go on to study in greater depth later in the course.</p>

Assessment:

The student's progress is monitored continuously in the tutorials and language classes. The regularity and relative informality of the weekly tutorials give students easy access to assistance if they encounter academic or personal problems, or both together. In the course of the year, students will sit a practice examination in their colleges on the work done in the preceding term and receive diagnostic feedback from their tutors. The examination at the end of the year provides a sound assessment of the students' achievements and progress in the first year.

	English Component	
	An Introduction to Literary Studies	A skills and techniques paper introducing students to English literature as a discipline, and to a variety of approaches to reading literary texts and literary criticism. Taught centrally though two Faculty-organised lecture courses running weekly through terms 1 and 2 and normally supplemented by classes organised at college level
	One of the following	
	Victorian or Modern Literature	There are no prescribed authors or texts for these papers. Candidates will be encouraged to read widely in their chosen period, and may work on non-English authors who have spent substantial time in, or have strong ties to, the British Isles. Both papers will also be available as an Option in Finals, so that a student may, if he/she chooses, ensure complete coverage of all available period papers.

	<p>Introduction to Medieval Studies</p>	<p>Old English Literature <i>or</i> Middle English Literature: These papers introduce students to early literature, to the cultural history of medieval England, and to language issues. There are set texts to be prepared for commentary work. Essays will be set on recommended texts, but students will also equally be able to write on a wider range of Old or Middle English literature, and on aspects of Old and Middle English history, culture and language. This paper is an important shop-window for Course II, the post-Moderations course in the English language and Early English Literature but also raises issues studied in more detail in Course I, through Final Honour School Paper 1 (The English Language) and Paper 3 (English Literature 1100-1509). Old English will also be available as an option in Finals.</p>
<p>Common to all these elements is the assumption that students will build on their previous training, and that the path to a more advanced level of intellectual analysis and command of a foreign language cannot be too steep in its initial stage. Bibliographies of secondary material are provided, offering a carefully focused range of historical and critical approaches to the primary texts being studied. Key issues are addressed in lectures and tutorial work, and are subsequently examined through formal written examination papers.</p>		
<p><i>Assessment:</i></p> <p><i>The student's progress is monitored continuously in the tutorials and language classes. The regularity and relative informality of the weekly tutorials give students easy access to assistance if they encounter academic or personal problems, or both together. In the course of the year, students will sit a practice examination in their colleges on the work done in the preceding term and receive diagnostic feedback from their tutors. Summative assessment comprises timed examinations, and comprehension and translation exercises for the Modern Language element of the course. Colleges receive details of each student's performance at the end of the examination process, and this forms part of the process of formative assessment carried forward into year 2.</i></p>		
<p>B</p>	<p><i>Learning in the second to fourth years</i></p>	<p>Students work on nine course elements in all (five from Modern Languages, four from English), plus an optional extended essay/thesis; their progress is assessed in an examination (Final Honour School) at the end of the fourth year. The courses studied extend the students communicative skills in their chosen language within an appropriate literary and linguistic context. The English course components allow more specialised study of specific genres and authors and on the development of English as a literary language.</p>

	<i>Course</i>	<i>Comment</i>
	Modern Language Component	
	<p>Translation into the language; Translation from the language and, for first examination in 2010, Essay in the language</p>	<p>These are taught by regular language classes in small groups, often conducted by a native speaker of the language. Time is spent doing practice translations, and the classes also concentrate on improving knowledge of vocabulary and register, and on increasing understanding of key grammatical problems and finding adequate matches for the source text in English.</p> <p>The essay is designed to test students' ability to write on an intellectually demanding topic with grammatical accuracy and linguistic sophistication and in an appropriate register. Additional instructions</p>
	A period of literature	<p>Within the period they have selected (medieval, early modern, modern) students can choose from a wide range of authors, movements or genres. Throughout the year lectures are offered on relevant period topics, and students' particular interests are pursued with the guidance of their tutors, and through their regular tutorial essays. The paper provides a broad understanding of a particular period by making it possible to study historical, cultural, literary and philosophical materials. Literary works are set against their broader historical and cultural contexts.</p>
	Choice of papers in literature and linguistics (one paper)	<ul style="list-style-type: none"> • Linguistics • Early texts prescribed for study as examples of literature • Modern prescribed authors • Special Subject (range of subject choices) <p>These papers are taught in lectures, tutorials and sometimes seminars, and allow the students to follow their own particular interests by steering their course towards either literature or linguistics. They may concentrate on diachronic and/or synchronic linguistics, medieval set texts, focus on the close study of authors, or select</p>

		from a rich diversity of Special Subjects, many of which are assessed by dissertation or by a portfolio of essays.
11	Oral work The Oral examination counts as half a paper	The colleges and the university employ a number of native speakers whose principal duty is the preparation of students for the oral examinations. In regular meetings either in small groups or individually, students practise the various component parts of the oral examination (comprehension, formal presentation, more informal conversation), and concentrate on accent, linguistic range, and fluency.
	English Component	
	<i>Either Part II</i>	All the papers listed are taught by lectures, tutorials and (on occasion) seminars
	Shakespeare (may be studied in year 2 or 3.)	This paper gives students an opportunity to think critically about the whole range of Shakespeare's output and his reception. Students are encouraged to demonstrate knowledge both of the range of Shakespeare's writings and of the detail of specific plays. The style of the paper enables a wide variety of approaches. Candidates may be invited to think in terms of genres and modes. They may be prompted to pursue a more topic-based approach. The paper also generally provides to think critically about the history performance (stage, film, and/or television), about specific interpretative approaches to Shakespeare, and about questions of disputed authorship, collaboration, textual variance, and revision. There is a Faculty website dedicated to Shakespeare.
	Two of the following periods of English literature <ul style="list-style-type: none"> • Introduction to Medieval Studies: Old English Literature • English literature from 1100-1509 • English literature from 1509 to 1642 • English literature from 1642 to 1740 • English literature from 	The period papers do not restrict students to the study of those authors generally thought of as constituting the 'canon' and even when covering such authors, there are no set texts, so there is considerable scope for exploration and innovation, and an expectation that students will read widely within the period in question.

	<p>1740 to 1832</p> <ul style="list-style-type: none"> • Victorian Literature (1832-1900) • Modern Literature (1900 to the present day) 	
	<p>One of the following</p> <ul style="list-style-type: none"> • The English Language • Special Authors • Special Topics • One subject not already selected, from amongst those listed under 4,6,7,8 	<p>This wide-ranging paper is designed to encourage students who may have no previous formal knowledge of linguistics to write on aspects of the development and use of English, and/or theories of language. In two sections: Section A requires one essay from a choice of questions dealing with the English of any period or culture. Section B requires literary analysis of a text or group of texts, chosen by the student. This paper has a centrally published syllabus. A detailed reading list is provided on the Faculty website. It is taught in colleges but supported by a core series of Faculty lectures organised and led by language specialists..</p> <p>Students choose for detailed study one author (in some cases in the medieval periods, text) from a list of 27 spread over the whole range of periods covered by the syllabus. Reading lists for each author are available on the faculty website.</p> <p>Students have a chance to explore a particular interest, to develop work on genres in more detail, or to do something completely new (like American Literature). Students can write an extended essay under Paper 8(a) on any topic deemed to come under the Faculty of English Language and Literature, or they can choose one of the options from Course II, or one of the centrally taught Special Topics. The Centrally Taught Special Topics allow small teams of three or four Faculty members to offer research-courses that are usually delivered through Faculty-based team teaching.</p>

	In addition, candidates may offer either one subject not already selected from those listed under 4,6,7,8, or an extended essay on a topic in the modern language or combining the modern language and English.	The extended essay (also available under III below) offers students the opportunity to exercise their skills as active and independent learners, and to develop further their research and writing skills.
	<i>OR Part III</i>	
	English Literature 1100-1530	
	<p>Two papers from the following periods of</p> <ul style="list-style-type: none"> • English Literature 600-1100 • Chaucer, Langland, Gower • Introduction to textual Criticism • The History of the English Language to c.1750 • Old English Philology • Middle English Philology • Modern English Philology • Linguistic Theory • Special topics 	
	<p>Either one subject not already selected from those listed under 4,6,7 Or one subject from the following:</p> <ul style="list-style-type: none"> • Medieval and English Renaissance special authors • English Literature 1509 to 1642 • Shakespeare • Old Norse • Medieval Welsh language and literature • Old and Early Irish Language and literature • Classical Literature 	
	In addition a candidate may offer either one subject not already selected from amongst those listed under 4,6,7,8, or Old Norse Texts, or an extended essay on a topic in the modern language or combining the modern language and English or an optional thesis on a topic in English.	
	<p>Comment: The options offered under III enable students to focus on medieval literature and language, and in the course of doing so, to work in detail on a more confined historical range of subjects than offered under II; these subjects are intended to develop specialised academic skills in linguistic analysis, textual criticism, transmission and dissemination of texts, cultural theory, and contextual analysis. They also allow work on may cognate ancient and medieval languages.</p>	

Assessment:

As in the First Year, the students' progress is monitored continuously in the tutorial. Students receive a great deal of commentary on their contributions, in relation both to their class-presentations and their engagement in general discussion, from the leaders of the various classes. In the course of the year, students sit practice examinations in college on the work done in the previous term and receive diagnostic feedback.

The examination at the end of the final year consists of:

- *an oral examination in the modern language involving an aural comprehension and short presentation by the candidate and subsequent conversation*
- *2 modern language translation and essay papers examined by invigilated examination*
- *2 modern language papers in literature and/or linguistics examined by invigilated examination or, in the case of a Special Subject, this may be examined by dissertation or essay portfolio, depending on the designated examination method for the specific Special Subject.*
- *4 English papers examined by invigilated examination/portfolio, or extended essay, depending on the subject (for certain options under III, the exam paper will include translation and commentary elements)*
- *Optionally, 1 Extended Essay (Modern Languages), submitted at the end of the second term of the final year. The Extended Essay/thesis is included in the candidate's profile only if it raises the average mark.*

Overall, this pattern provides a robust assessment of students' progress and achievements through the programme in relation to the Learning Outcomes discussed in Section 10.

12	Support for students and their learning	
A	<p>Libraries</p> <p>Reflecting the nature of the discipline as primarily text-based, and the essential requirement for adequate Library resources, English and Modern Languages students at Oxford have access to a uniquely wide range of library holdings: the Taylor Institution Library, which is the largest research library in Britain devoted to Modern Languages; the English Faculty Library, with over 100,000 volumes; the Bodleian Library with its associated central libraries; the Modern Languages Faculty Library, which offers extensive holdings on open shelves, with multiple copies of essential titles and generous borrowing facilities; College libraries geared to the needs of their undergraduates. Students also have access to the libraries of other faculties. The OLIS cataloguing system incorporates the holdings of all major University and faculty libraries and most college libraries.</p> <p>The range of general and specialised Library resources, and the quality of holdings and accessibility support the breadth of the outline papers and the range of more detailed text-based papers in the syllabus.</p>	
B	<p>IT resources</p> <p>There is an extensive network of IT resources and support within Oxford.</p> <p>Colleges provide good IT resources and Support Officers prepared to train and assist students, and the English Faculty has an IT teaching room available to English and Modern Language students.</p> <p>The Oxford University Computing Services also provide facilities for undergraduates, and a variety of training programmes, several of which are specifically geared to students in the Humanities.</p> <p>The use of IT within the undergraduate degree course is firmly established. Bibliographies, learning materials and past exam papers can be downloaded from the Web. Undergraduates are encouraged to develop their IT skills.</p> <p>The Language Centre offers state-of-the-art language teaching and learning facilities, with IT, video and audio facilities, satellite television, a well-stocked library, and extensive video, audio and computer-assisted language learning materials. Practice materials for the Modern Languages oral examination are available for finalists.</p>	

<p>C</p>	<p>Academic Support</p> <p>At undergraduate level, college tutorials provide the primary medium for academic guidance and support. Work is tailored to the individual student's interests, abilities and potential. The aim is to stretch students intellectually in order to ensure that they realise their full academic potential, while providing close personal supervision to ensure that the burden of work is appropriate. Weekly essays encourage ambitious and intensive engagement with a wide range of topics, and tutorial discussion provides the opportunity for students to test their ideas in a supportive environment.</p> <p>The structure of the course, and short descriptions of its various elements, are available in the <i>Examination Decrees and Regulations</i>. The student's college tutor provides accessible personal guidance on the range of options available and enables the student to develop strengths and address weaknesses in a structured programme of study. College tutors facilitate informal but informed discussion of students' individual academic profile and aspirations. They monitor their students' progress through the syllabus, they help them in the choice of courses, arrange the teaching for the courses that they have selected, and report on their progress to the students themselves and to their college. Colleges have structured mechanisms for ensuring that students are making academic progress in accordance with their potential (collection of termly reports; meetings between the student, their tutor, and the head of house; tutorial meetings). Problems are thereby normally addressed at a very early stage, contributing to a very low drop-out rate.</p>
<p>D</p>	<p>Welfare Provision</p> <p>There is an extensive network of welfare support within the University and colleges. While the University provides important central facilities, notably the Counselling Service, the main source of support is in practice the student's college. Colleges provide access to a range of individuals and students are encouraged to discuss problems at an early stage with one or more of the following: academic tutor (who also has a pastoral role), moral tutor, Chaplain, Welfare Officer, Tutor for Women, Senior Tutor.</p> <p>Colleges administer hardship funds and every effort is made to ensure that students experiencing unexpected hardship mid-course are able to continue with their studies.</p>

E	<p>The University has an Institute for the Advancement of University Learning. The Institute exists to support the quest for excellence in learning, teaching, and research at the University. It has three primary aims:</p> <ul style="list-style-type: none"> • To foster a research-informed approach to learning and teaching and to the development of educational policy; • to conduct research into approaches to learning and teaching in Oxford, and in higher education more generally; • to promote and facilitate the professional and vocational development of all the University's staff <p>The Institute runs induction programmes for new appointees, an extensive in-service training programme and a Postgraduate Diploma in Learning and Teaching in Higher Education.</p>
13	<p>Criteria for admission</p>
A	<p>School/College leavers</p> <p>Applications are made to the Colleges of the University, not to the Faculty. Applicants who are offered places will usually be required to attain grades of AAA at A-level, equivalent marks on the Scottish Advanced Highers (AAAAB or AAAAA0, or 38-40 points on the IB . Offers are made on the basis of students' academic record, the recommendations of their teachers, and their performance in interviews held in the colleges in December. Applicants are asked to submit examples of their work in English and the language they are proposing to offer from A-level to the college to which they are applying, They are also required to take the ELAT (English Literature Admissions Test in October/November. The work is assessed and discussed by the relevant tutors who subsequently also conduct the interviews. Further elements taken into account in assessing the academic potential of candidates are: GCSE score; school reference; personal statement on UCAS form; any special circumstances to which the school alerts the college; a grammar test in the language the student is offering from A-level, taken at the time of the interviews. The purpose of the interviews is to determine those students, from an excellent cadre of applicants (typically with A and A* marks at GCSE and predictions of three or four A grades at A-level), who might best benefit from the intensive, tutorially based learning methods employed in the University (see 10 above).</p>
B	<p>Mature and overseas students</p> <p>Applicants in these groups are considered on an individual basis, but the submission of written work, its discussion at interview and their ELAT result, and performance in the grammar test remain important to the Admissions process.</p>

14	<p>Methods for evaluating and improving the quality and standards of teaching and learning</p> <p><i>Quality and standards of teaching and learning are evaluated and improved through the various mechanisms described below.</i></p>
	<p>In particular quality and standards of teaching are improved</p> <ul style="list-style-type: none"> • By regularly responding to the different elements of feedback listed below • By attendance at the courses provided annually by the Oxford Learning Institute : all new lecturers must attend an induction course at the start of their term of office, and OLI offers a wide range of in-service courses (on lecturing, on small-group teaching, on assessment etc.) which lecturers regularly attend • By attendance at the courses mounted throughout the academic year by Oxford University Computing Service (OUCS), which enable staff to enhance their teaching with C&IT • By engaging in annual appraisal with an appraiser (each member of the Faculty is assigned to an appropriate appraiser). • By undergoing an obligatory probation period of five years after first appointment: a full appraisal of the contribution (including teaching) of new staff is carried out after this period before their appointment can be made permanent • By consultation with the Faculty mentor to which each new member of staff is assigned on first appointment. <p>The prime sources for evaluating and improving the quality of teaching and learning are the reports of both internal and external examiners and monitoring arrangements established by the colleges. Examiners' reports are discussed annually by the English Faculty and by each Modern Languages' Sub-faculty, and the reports and the Sub-faculties' comments are then considered by the Modern Languages Academic Policy Committee and the Undergraduate Studies Committee of the English Faculty which in turn makes proposals on examining to the examiners and to the Faculty Boards, as appropriate. The Undergraduate Studies Committees in particular makes recommendations to the Faculty Boards for formal changes in regulations etc., and to examiners on setting and conventions for papers; it also helps to provide feedback for external examiners. The Faculty Boards, in the term following the examinations, considers external examiners' reports, sub-faculties' comments on the reports, and the recommendations of the Undergraduate Studies Committees: any remedial changes requested are implemented as soon as is practicable.</p> <p>Another key source is student feedback on lectures and seminars. This is also regularly solicited, through the questionnaires issued before the end of each course of lectures, classes or seminars, and student comments are reviewed by the lecturer(s). Student concerns are also discussed in the termly meetings of the Joint Consultative Committee (JCC), formed by student representatives and officers of the Faculty. The JCC conducts its own surveys of student opinion through questionnaires, the results of which are discussed</p>

by the committee and reported to the Undergraduate Studies Committee/APC. Student opinion on new course proposals or suggested changes to the curriculum are solicited via the JCC and given serious consideration. In addition to questionnaires and the JCC meetings, students are also invited to comment at any time, with full anonymity if they wish, on any aspects of the course for consideration by the appropriate body.

Feedback from undergraduates on tutorial provision is requested by their colleges and is reviewed by the Senior Tutor of each college. Regular meetings between each undergraduate and the Head or Senior Tutor of the College – collections – also provide opportunities for monitoring the teaching received by students.

The Divisional Board organises a regular, six-yearly cycle of reviews of all courses. These reviews examine student take-up and feedback, library provision, the provision of teaching, and any changes to the course, such as changes to the prescribed texts, that might be desirable. These reports are discussed by the Sub-faculties and by the Faculty Board.

Suggestions for changes to the content of the programme, both major and minor, are discussed initially at the Joint Committee for English and Modern Languages and are then put forward for approval or modification to the parent Faculty Boards. Key elements in such discussions are the intellectual coherence of the course, teaching provision and library resources.

Any changes to the programme have to be reviewed and approved by the Divisional Board and by the Educational Policy and Standards Committee.

15 Regulation of assessment

The Faculty Boards of the two parent schools, in the light of advice from each Board's Academic Policy Committee, (and in the case of English, the Teaching and Examination Committee), and the respective Boards of Examiners, has responsibility for the marking and classification conventions for all taught degrees, and for publishing these. Each Faculty Board, usually acting on the advice of its committees, appoints representatives to the internal Examination Boards for examination of the Joint School, and nominates external examiners. The external examiners are invited to serve with the examination boards by the Vice-Chancellor.

The Joint School Board of Examiners, under its elected chair, is responsible for setting all papers, and marking candidates' scripts. It may also appoint Assessors to assist in the setting and marking of papers, where the subject-matter is not within the expertise of the internal examiners. Each script is usually marked by two internal examiners or assessors; where there is a difference of marks they will discuss the script to obtain an agreed mark. If they are unable to agree, a third (internal or external) examiner will be asked to read the script and give it a mark. After scripts have been marked, the Board of Examiners meets to classify the students in accordance with the Examining Conventions.

A key role is played in this by the External Examiners. They act as impartial advisers, providing the Faculties and the University with informed comment on two major issues:

- 1) to verify that the standards are appropriate to the award, in part by comparison with the standards in other comparable institutions, and to ensure that the assessment procedures and the regulations governing them are fair and appropriate;
- 2) to ensure that the conduct of the examination and the determination of awards has been fairly conducted, and that individual student performance has been judged in accordance with the regulations and conventions of the Examining Board; this will entail signing the Class List as an endorsement that the processes of examination and classification have been fairly conducted.

External Examiners are expected to report each year in which they act. Their reports are expected to cover the following points:-

- The standards demonstrated by the students
- The extent to which standards are appropriate to the award
- The procedures for assessments and examinations
- Whether or not external examiners have had sufficient access to, and the power to call upon, any material necessary to make the required judgments
- Students' performance in relation to their peers in comparable institutions
- The coherence of the policies and procedures relating to external examiners and their consonance with the explicit roles required of them

- The basis and rationale for any comparisons made

	<ul style="list-style-type: none"> • The basis and rationale for any comparisons made • The strengths and weaknesses of the students as a cohort • The quality of teaching and learning which may be indicated by student performance <p>The report is addressed to the Vice-Chancellor, and is considered by the Humanities Board and by the university's Educational Standards and Policy Committee.</p> <p>The report is also scrutinized by each parent Faculty Board and the relevant committees (including the Undergraduate Studies Committee and the English Faculty's Teaching and Examinations Committee) and relevant Sub-faculties.</p> <p>Where an external examiner's report contains particular suggestions or criticisms, it is the responsibility of the Faculty Boards to ensure that full consideration is given to these, to institute further discussion or action, and to inform the external examiner within a reasonable time of any action taken.</p>
<p>16</p>	<p>Indicators of quality and standards</p> <p>The last independent teaching review (TQA) of the Modern Languages Faculty was undertaken in January-February 1996. The Faculty achieved the highest grade in 4 out of the 6 categories of the review (Teaching, Learning and Assessment; Student Progression and Achievement; Student Support and Guidance; Learning Resources). The two areas which were judged less satisfactory by the TQA were Curriculum Design, Content and Organization; and Quality Assurance and Enhancement.</p> <p>The role of the External Examiners has been redefined in order to allow them to concentrate on their moderating and quality assurance roles. Their reports addressing issues relating to quality and standards are taken as indicators of quality.</p> <p>The Humanities Divisional Board and the Educational Standards and Policy Committee, with external representation conducted a review in Trinity Term 2008.</p> <p>A less formal measure of the quality of graduates from this programme is the fact that Oxford modern languages graduates enjoy a low rate of unemployment one year after graduation.</p> <p>The English Faculty has received the highest possible grade in all four Research Assessment Exercises, most recently being graded 5* in December 2001. Results from the 2007 exercise have yet to be published. It was voted the top University for English in 2008 by the <i>Guardian</i> University Guide, with a score of 100 per cent, and it has consistently been voted in the top 5 universities for English in the UK in the <i>Times</i> Good University Guide.</p> <p>English at Oxford remains a high-prestige course with large numbers of exceptionally highly qualified applicants each year (over 1,000 across the single and 300 across the joint honours programmes).</p>

Reports from External Examiners regularly address issues relating to the quality and standards of the undergraduate programme. Their detailed reports inform the Faculty's desire to maintain and enhance the quality of teaching and learning on the programme.

The Humanities Divisional Board and the Educational Standards and Policy Committee with external representation conducted a reviews on Modern Languages in Trinity Term 2008.

Both Faculties also have external Advisory Panels (set up in 1999) of relevant experts from other universities and from industry, which offers comments on course quality and standards.

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