Programme Specification

CertHE, DipHE, BA / BSc, BA / BSc (Hons)
French Studies: Combined Hons (Advanced entry)

Valid from:

Faculty of Humanities and Social Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford, UK
Final award:	BA or BSc (Hons)
Programme title:	French Studies: Combined Hons (Advanced)
Interim exit awards and award titles:	CertHE, DipHE, BA / BSc
Brookes course code:	FC
UCAS/UKPASS code:	Combination codes only
JACS code:	n/a
Mode of delivery:	Sandwich
Mode/s of study:	FT or PT
Language of study:	English and French
Relevant QAA subject benchmark statement/s:	Languages and related studies
External accreditation/recognition: *(applicable to programmes with professional body approval)*	n/a
Faculty managing the programme:	Humanities and Social Sciences
Date of production (or most recent revision) of specification:	Last revision: March 2014 Validation: 14 December 2009 Last Validation: January 2015

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The BA Combined (Hons) degree in French Studies follows the Language and related studies benchmark, and is therefore structured and designed for students that wish to become fluent and native or near-native users in a wide range of personal and professional settings as well as the academic domain.

Within the broad syllabus we offer specific skills based on language acquisition (covering the four skills of reading, writing, listening and speaking), on themes/topics related to French History and Culture and on practical experience. There is also a dedicated departmental computer suite to provide students with practical experience in the use of language learning IT software.

French graduates can find employment in areas such as the media, public relations, business and international organisations. Many employers seek to employ linguists because of their broad academic education, their flexible and creative approach to problem solving and their excellent ability to communicate. To compliment the breadth of career opportunities for linguists, the course is designed with a broad syllabus, and an integrated compulsory year abroad.

Industry employers are very much in favour of graduates with work experience, in fact many companies secure their graduates through first providing a placement. To cater for this, the course offers the opportunity to go on a work placement when students go abroad, which provides essential practical work as well as learning experience in an international context. Students can either go to work in a French firm or choose to teach in a French school. So the benefits of a placement for students are: the course subjects are put into context and thus a placement offers on opportunity to form views about future careers (either in the business world or in the teaching profession, following a PGCE qualification after their degree), and provides experience, focus and confidence in preparation for the subsequent years of study.

Finally our language programme follows the Common European Framework of Reference for Languages thus employers across Europe will be able to recognise the level achieved. A typical student exiting the degree programme after completion of the module French 6 can be seen as falling into the category of Proficient User.

2.2 Aim/s of the programme
1. To offer students the opportunity to significantly improve their proficiency of the French language in all four skills areas, speaking and writing (as the two productive skills) and listening and reading (as the two receptive skills), but also including such mediation skills as translation from and into the target language.
2. To enable students to acquire an informed sense of the similarities and differences between areas thus fostering cross-cultural and globalised perspectives, seeking to train what HEFCE calls "the transnational graduate".
3. To provide students through in-class interactions, discussions, and presentations with the ability to use French creatively and concisely for a range of purposes and audiences.
4. To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of a changing labour market.
5. To provide students through a period of residence abroad (Year Abroad in their third year) with prolonged exposure to the native culture and its linguistic environment and thereby foster direct and independent contact with native speakers and contexts.
6. To give students, through a variety of language and content-based modules, a broad range of knowledge and understanding of the social, historical and cultural, contexts that shape France and French-speaking countries today.
7. To acquaint and familiarize students with a broad variety of media and other source materials through which contemporary culture manifests itself, i.e., newspapers and journals, films, art productions, electronic texts, radio and television broadcasts, and advertising.
8. To provide students with the skills and knowledge required to maximise careers and postgraduate study opportunities

9. To support students to become independent learners and to take responsibility for their own development of language competence through independent study whilst also learning to work collaboratively with others.
10. To provide all students with the opportunity to develop their linguistic skills in accordance with their needs and programme objectives. Target Language is widely used and encouraged in language and content-based modules for the purposes of understanding, expression and communication in written, oral and aural forms.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Knowledge, understanding and skills:
At the end of the programme you will be able to:

Academic literacy outcomes:

○ Achieve fluent and effective communication in French with native speakers of the language, while maintaining a high degree of grammatical correctness;
○ Develop an appropriate level of proficiency (C1) in communicating effectively and appropriately in French communicative and professional contexts;
○ Demonstrate a detailed knowledge and understanding of the structure of French and its registers;
○ Write clear, well-structured reports or essays;
○ Deliver presentations in the target language;
○ Demonstrate a reasoned awareness and critical understanding of the intercultural differential between France and other countries.

Research literacy outcomes:

○ Competence in exploiting, for a wide variety of purposes, a broad range of authentic materials written or spoken in French;
○ Demonstrate critical reflection and judgment in the light of evidence and argument;
○ Reflect critically on and interpret French texts with reference to their social and cultural background and significance.

Critical self-awareness and personal literacy outcomes

○ Conduct research independently and take responsibility for one's own work;
○ Work constructively and productively in groups and teams;
○ Work diligently, to fulfill briefs and meet deadlines, and to manage one's time and tasks effectively.

Digital and information literacy outcomes

○ Demonstrate skills of analysis, synthesis and effective summary;
○ Make effective use of library and information technology for research and communication;
○ Critically evaluate and engage with the information obtained;
○ Reflect on and record learning, and professional and personal development;
○ Engage productively in relevant online communities.

Active citizenship outcomes

○ Use French creatively and precisely for a range of purposes and audiences;
○ Engage with and interpret layers of meaning within texts and other cultural products;
○ Demonstrate an ability to contextualize and reflect on the cultural and historical differential between French–speaking countries and other nations.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

STAGE I

The following modules are compulsory:

U61512 French B1 (1)

U61513 French B1 (2)

U61506 Introduction to Modern France

The Recommended modules are:

U61003 Reading & Writing – European Culture and Society

The Top-Up modules offered are:

U51002 Foundations of Business

U64001 Key issues in Film Studies

STAGE II – Year 2

The following modules are compulsory

U61536 French B2 (1)

U61537 French B2 (2)

U61544 Language for Professional communication

The recommended modules are:

U61543 European Film in focus

U61560 World War II: The French Experience

U61545 East-West Encounters in French Culture

U61569 Independent study in French

The acceptable modules are:

U61020 The Business Environment in Europe

U61092 Applied Languages Research Topics (double, Honours)

U70922 Methodology of Foreign Language Teaching

The following modules are compulsory for Degree/Honours Degree & Named Dip HE:

U61536 French B2 (1)

U61537 French B2 (2)

STAGE II – Year 4

The following modules are compulsory:

U61582 French C1 (1)

U61585 French C1 (2)

The recommended modules are:

U61571 French translation skills

U61572 Paris City of Light (single, Honours)

U61590 Interdisciplinary dissertation (single, Honours)

U61575 Intrigues, Secrets and Conspiracies in Versailles (single, Honours)

The following modules are compulsory for Degree/Honours Degree:

U61582 French C1 (1)
U61585 French C1 (2) (Double Honours component)

The following acceptable modules are alternative compulsory for Degree / Honours Degree & Named Dip HE for Sandwich mode students:
U61550 Language Studies in France (Double)   S1&2
U61551 Academic Studies in France (Double)   S1&2
U61552 Autonomous Learning in France (Double) S1&2

French Studies (Combined Honours) FC

	Semester 1	Semester 2
Year 1 Level 4	**U61512** French B1 (1) *Single Credit Module*	**U61513** French B1 (2) *Single Credit Module*
	U61506 Introduction to Modern France *Single Credit Module*	**U61003** Reading and Writing - European Culture and Society *Single Credit Module*
Year 2 Level 5	**U61536** French B2 (1) *Single Credit Module*	**U61537** French B2 (2) *Single Credit Module*
	U61545 East-West encounters in French Culture *Single Credit Module, runs alternate yrs*	**U61544** Language for Professional Communication *Single Credit Module*
	U61560 World War II: The French Experience *Single Credit Module, runs alternate yrs*	**U61543** European Film in Focus *Single Credit Module*
	U61020 The Business Environment in Europe *Single Credit Module*	**U70922** Methodology of Foreign Language Teaching *Single Credit Module*
YAB Level 5	**U61550 / 51 / 52** Language Studies / Academic Studies / Autonomous Learning *Double / Double / Quadruple Credit Modules*	
Year 4 Level 6	**U61582** French C1 (1) *Single Credit Module*	**U61585** French C1 (2) *Single Credit Module*
	U61571 French Translation Skills *Single Credit Module*	**U61572** Paris, City of Light *Single Credit Module*
	U61575 Intrigues, Secrets and Conspiracies in Versailles *Single Credit Module*	**U61092** Applied Languages Resaerch Topics *Double Credit Module*
	U61590 or 99 Interdisciplinary or double dissertation *Single / Double Credit Module*	
Key	**Compulsory**	**Acceptable**
	Recommended	

4.2 Professional requirements

For programmes with professional accreditation, indicate which modules are required in order to achieve accreditation.

SECTION 5: PROGRAMME DELIVERY

5.1 **Teaching, Learning and Assessment**

The programme's teaching, learning and assessment strategy is designed to support students, and enable them to achieve the programme aims and learning outcomes.

Modern Languages has a student-centred approach to teaching. This is reflected in the approach adopted in the classroom teaching, which uses a variety of teaching and learning methods to suit the varying needs of both students and course content. While some students excel in interactive small group work, others benefit most from lectures followed by structured feedback exercises, student-led seminars, etc. The content of each course has a bearing on the teaching and learning methods adopted. While language courses are very interactive, requiring considerable participation on the part of the students, some content courses will rely more on a combination of lectures and classroom discussion. Students in all language classes will encounter smaller class sizes than in content modules. These improved staff-student ratios will increase the quality of staff-student contact and the possibilities for in-class learning in small groups.

Modern Languages' teaching and learning methods are specific to what is required in languages. They include:
- Directed study of primary and secondary texts and other cultural products;
- Commentaries on extracts from a wide variety of documents (placing them in context, interpreting in the light of knowledge of the historical period, point of view, etc);
- Data collection and evaluation (from guided use of library resources to independent use of subject bibliographies, online databases, etc);
- Collecting, selecting, evaluating and presenting information or interpretations of material on a given topic, for an oral presentation (in a seminar) or in writing (coursework essay or report);
- Discussion of topics in seminar groups;
- Creative writing in language classes;
- Supervised academic and professional creative methodologies to provide a solid basis for cultural research project of the year abroad, and for the writing of essays / reports and dissertation at the end of the course;
- E-learning activities (using VLE / the E-lab).

The **period of residence abroad** is a vital element for reinforcing the understanding and working in the target language. It provides opportunities for the development of cultural insight and stimulates contact with native speakers. Students of the French Studies course at Oxford Brookes University spend their period of residence abroad in their third year as part of the Erasmus programme either a) studying at a partner university b) working as an English Language Assistant or c) on a work placement. They develop further their intercultural awareness and work on the development of their language skills. They put these acquisitions into practice by doing a year abroad research project. This part of students' learning is integrated into the overall objectives of the programme and fully credited.
In terms of Graduate attributes, the period abroad helps the student to:
- Be an active cosmopolitan citizen – capable of functioning effectively, flexibly and constructively in an intercultural / global environment
- Be informed by current developments in the subject/country, demonstrating knowledge and understanding of global perspectives

Lecturing is an appropriate mode of teaching in modules where there is a need to convey a considerable amount of factual information and theoretical knowledge about areas students will not be familiar with prior to starting the module. All the content modules have an important historical and cultural element and are designed to cover a periodization (starting on the eve of the 1789 Revolution era and following through the birth of Modern France until today) which should provide the students with a broad knowledge of French culture and society. All content modules therefore provide students with understanding and communication within, between and across cultures. However the information conveyed in lectures is usually consolidated

in feedback exercises and/or discussion which enable students to ascertain whether they have fully understood the content of the lecture and to explore that content further.

Tutorials and private consultations allow students to engage in one-to-one discussion with the lecturer in order to receive individual feedback and/or advice regarding their studies, to identify potential areas of improvement, and to discuss their overall work. Most frequently tutorials offer advice on planning work in advance, one-to-one feedback on written assignments or provide a context for individual student presentations. The tutorial format additionally provides advice for individuals and groups on essay plans, advice on exam preparation, discussion of extended and project-type work. The tutorial system ensures that knowledge and learning outcomes are supported and that disciplinary skills and transferable skills are developed.

During and at the end of each compulsory language level, each student will meet individually with the tutor and assess how he/she progresses against the level of the Common European Framework of Reference for Languages. The purpose of this consultation is to help the student develop a personal language learning strategy. The software package Tell Me More (available via our VLE) also enables the student to draw up a programme of self-study exercises towards the achievement of the next CEFR language level.

Seminars are held for groups of students and are intended for collective discussion. They enable students to develop their initial ideas and readings through discussion and worksheets. Many seminars allow students to take a lead in setting the agenda for discussion while others act as a workshop with combined contributions from the seminar leader and student members. Seminars are varied in style and approach but the object of all seminars is to help students clarify uncertainties, to test their own ideas, and achieve expertise in the vital skill of oral communication. Seminars will always foster an environment in which knowledge and understanding outcomes can be tried and tested. The student learning experience in seminars develops transferable skills and demonstrated in those seminars with student presentations.

VLE provides selected readings clarifying and focusing the themes of each seminar, ensuring that key secondary material is available for all students.

Screenings allow students to view films in a designated slot, ensuring that films discussed in the seminars can be seen in advance and considered in the light of relevant themes highlighted by the readings in advance of seminar discussions.

Feedback on assessed work is used to reinforce the understanding outcomes for the module. Regular and detailed feedback is an essential element in language learning. The multiplicity of knowledge and skills involved in language learning and teaching is an important factor in enhancing the employability of graduates. It is therefore matched by a wide variety of types of assessment covering the range of coursework, examinations as well as peer and self-assessment.The student learning experience from feedback additionally develops disciplinary skills and transferable skills. Module handouts give a clear indication of how grades are awarded, and this information, along with the feedback on their work, will show them how to improve their grade. In modules where the emphasis is placed on oral presentation skills, their performance may be recorded on video and played back to students to enable them to monitor their own performance critically.

Independent learning is also fostered through specified activities (ranging from library research, reading and essay writing, to the use of audio-visual material, e-learning exercises and creative productions) within modules while it drives the learning environment. Within the programme, independent learning is understood as a learning process in which teaching staff retain overall responsibility for teaching and for the direction of work, while enabling the student to pursue specific localised interests to a greater depth than the syllabus suggests it might allow. Most frequently this practice takes the shape of student-devised projects and this ensures that the student learning experience develops the full range of disciplinary skills.

Portfolio is an accumulation of the students' self-directed study. These are designed to further students' understanding of the language and at the same time encourage students to express what they have learned in their own way. The portfolio is an important part of giving the ownership of work to students.

They will take responsibility of the organisation of their own work. These are recognised as a learning outcome and will be a part of a summative assessment.

The principle of progression seen in the design of the programme through a spine of compulsory modules from level 4 to 6 is endorsed in curriculum delivery. In the Honours modules intended to be taken towards the end of the individual student's programme students encounter greater opportunity to learn independently. The teaching conditions acknowledge that students at this level require conditions better suited to complex problem solving and the more research-oriented tasks that students encounter at this stage of the programme.

Assessment

There are two principal purposes to assessment. The first purpose is that of enhancing students' learning. Class teachers will provide students with individual feedback on their class work and coursework, in order to help them become aware of their areas of strength and weakness. This will encourage them to be critical of their own performance and help them develop strategies for working effectively on areas needing improvement. The second purpose of assessment is to evaluate and grade their performance, and to provide them with a clear record of their progress during the course.

The way students' work is assessed depends on the individual modules which they choose, but the particular assessment format will always be explained in the module handout provided at the beginning of each module.

Modules may be assessed entirely by coursework, or by a combination of coursework (in-class test or out-of-class work) and exam. Coursework assessment typically consists of one or more written pieces of work and/or oral presentation where appropriate. Individual written coursework *e.g.* essay, portfolios vary, but normally contributes 30% to 40% of the module mark. Other forms of coursework assessment, *e.g.* oral presentations normally contribute 20% to 30% of the module mark. Finally examinations normally contribute 40% of the module mark.

Most of our modules are assessed on coursework as we believe that a continuous and consistent assessment will ensure that students make steady progress throughout the semester/year. We privilege regular assessments instead of end-of-semester examination. The regularity of the interaction between students and staff is meant to ensure that those students who come from secondary school without the experience of independent learning and research can develop their knowledge and study skills gradually, benefitting from regular feedback and continuous guidance. To this effect, we have put a considerable effort in developing new, innovative assignments where continuous assessment and small group work has been the rule rather than the exception. Thus a combination of coursework and final assessment enables module leaders and class teachers to monitor students' progress and performance across a range of skills.

The principle of progression seen in the design of the programme (see Programme Structure) is achieved through the compulsory language stream.

Assessment of language competence is done through regular and detailed formative assessments in order to monitor progress at every stage in the language learning process. Formative assessments of work submitted include comments on appropriateness of style, register, presentation, etc, as well as correction of grammatical and other errors.

There is a wide range of coursework assessments targeting specific language skills.
Forms of assessment include:
- oral presentations
- participation in structured oral discussions
- listening comprehension tests
- transcription and dictation
- interpreting between speakers of the target and 'home' languages
- grammar tests

- summarising and reading for gist or inference
- translation from English and into French and French into English
- essays and/or extended projects written in French
- report writing based on target language texts or recordings
- drafting target language texts for a defined audience and purpose
- use of software including desktop publishing, podcasts, subtitling and web design
- portfolios of evidence
- participation in individual and/or group projects

Assessment of content modules is based on a variety of assessment strategies appropriate to the discipline. The type of assessment task will depend on the particular module. Students may be asked to write a formal essay, requiring independent library research or to prepare a synthesis of documents, showing ability in critical analysis, alternatively, they may be asked to give a brief presentation in front of the class, making use of the latest technology.
- Coursework examinations are conducted as in-class tests. They assess the knowledge and understanding outcomes of the modules as appropriate under time condition.
- Coursework essays or other written productions allow the students to have access to information sources but are nonetheless written to a timescale.
- Presentations assess the knowledge and understanding outcome of the module as appropriate and in particular oral skills.

The assessment criteria are derived from the current practice in Languages. Detailed marking grids have been developed to cover all different types of assessment and are provided in module brochures.

Learning outcomes across the French course

The learning outcomes as outlined above map to a high degree the outcomes provided by the subject benchmark statement for 'Languages and related studies' (LRS), prepared by the Quality Assurance Agency for Higher Education in 2007. The learning outcomes address all 'four key elements' of the 'four complementary dimensions of programmes in LRS (p. 5 of the subject benchmark document):

1) Use of the target language for purposes of understanding, expression and communication (Academic and Research literacy)
2) Intercultural awareness, understanding and competence (Active citizenship)
3) Explicit knowledge of language (Academic literacy)
4) Knowledge of aspects of the cultures, communities and societies where the language is used (Active citizenship)
5) Demonstrate highly-developed analytical, team working, communication and presentation skills (Critical self-awareness and personal literacy; digital and information literacy)

In terms of Graduate Attributes, the French studies programme will help the student to develop and achieve:
Academic literacy
- Be skilled in communication (Proficient user) – through practice in spoken, visual and written communication and in numerical and graphic communication skills

Research literacy
- Be competent in retrieving and managing information and knowledge
- Be a critical consumer of research by demonstrating an ability to deploy techniques of analysis and enquiry
- Be able to have a critical approach, using appropriate methodology

Critical self-awareness and personal literacy
- Work in a team – understand effective collaboration and co-operation with agreed frameworks
- The ability to work effectively and responsibly and autonomously

- Reflect on their own learning
- Understand how one learns and to identify one's strengths and weaknesses

Digital and information literacy
- Be familiar with advanced techniques and skills
- Develop skills to become confident, agile adopter of technologies for personal, academic and professional use
- Critically evaluate and engage with the information obtained;
- Reflect on and record learning, and professional and personal development;
- Engage productively in relevant online communities.

Active citizenship
- Be a cosmopolitan citizen – capable of functioning effectively, flexibly and constructively in an intercultural / global environment
- Be informed by current developments in the subject, demonstrating knowledge and understanding of global perspectives

5.2 Assessment regulations

The programme conforms to the University Regulations [Undergraduate Modular Programme (UMP) Regulations]

SECTION 6: ADMISSIONS

6.1 Entry criteria
Typical offers

A-level : BBC or equivalent
IB diploma : 31 points
• 2 A-levels at BB plus 2 As-levels at CC
As a combined honours, the offer will normally lie between those quoted for each subject.

6.2 CRB checks
N/A

SECTION 7: STUDENT SUPPORT AND GUIDANCE

- Induction

New students will follow an induction programme to orientate them and help them settle in quickly within their new learning environment (HE and Brookes). They will have introductory meetings with their subject coordinators and meet their academic advisor.

- Programme Information

All students are provided, by the subject leader, with the following contextual information to enable them to familiarise themselves with the programme/s:
- Programme specification
- Programme handbook
- Module descriptions/handbooks
- Regulations and policies governing the programme

Much of this information can be accessed via the Personal Information Portal (PIP) or on the University web pages. They will also be provided with assignment deadlines and examination dates at the start of each semester.

- Support for students

We recognise the need to support students throughout their studies and offer advice so students can make the best of their time at Oxford Brookes.

Thus there is a range of support mechanisms for students, such as **academic advisers** and **subject coordinators**, who facilitate the students' academic development, and **student support coordinators**, who provide a drop-in service for questions about any aspect of student life, covering both academic and personal welfare.

- Central Support Services for students

The university's support services include **Upgrade**, which provides advice on study skills such as planning and writing essays, assignments and dissertations, research, or preparing for an exam. They also give advice on statistics and mathematics.

There is a dedicated **Student Disability and Dyslexia Service**, which provides support for students with disabilities including sensory and mobility impairments, dyslexia and other specific learning difficulties, mental health problems and medical conditions. Here, staff offer advice and support on a range of issues, including physical access, funding, alternative assessment arrangements and liaison with teaching staff to ensure that they are aware of your requirements.

- Careers

The sandwich degree/degree with Honours with a compulsory year abroad / industrial placement experience requires a fair amount of support before, during, and after the placement year. Students will get to know the **Year Abroad tutor** at the beginning of their second year who will arrange several YAB preparation meetings covering the different options of the placement year, the application process, some interviews advice, information about health and safety, etc…

A **work placement officer** in the Faculty will also help students with all administrative matters. Finally, the **University Erasmus officer** will make sure that any student eligible to receive Erasmus funding applies within a set deadline.

Oxford Brookes students and graduates can expect the **Careers Centre** to provide support for three years after graduation in the form of:
- individual confidential drop-in slots
- help with locating relevant and up-to-date information on occupations, further study opportunities, vacation work, voluntary work, employers and graduate vacancies
- help with applications, interviews and aptitude testing, and with the development of transferable skills, often through workshops
- a user-friendly website which delivers information and relevant links effectively.
- a range of careers education workshops which may be delivered directly by the Careers and Employment Centre or via academic schools

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SECTION 8: GRADUATE EMPLOYABILITY

The employability of linguists (over 90%) is high and can often boost the employability of their other subject.

A qualification in another language is a significant addition to a CV and enhances the employability in an increasingly international market. Employers value graduates with language skills, and also their more general communication skills and their knowledge and understanding of other cultures.

French graduates are well placed for employment in such areas as the media, public relations, business and international organisations. Many employers favour linguists because of their broad academic education, their flexible and creative approach to problem solving and their excellent ability to communicate.

Popular employment sectors also include hotel and restaurant management, tourism, international law, and French is also an excellent basis for postgraduate study and the teaching profession.

Some students who chose to do a work placement during their year abroad will be able to demonstrate a structured practical experience and often gain experience to demonstrate career potential. Those interested in a business career often keep contact with their company and either return to work for them after graduation or use the company as referee.

Those potentially interested in teaching apply to be a language assistant on the British Council scheme and then after graduation apply for a PGCE.

SECTION 9: LINKS WITH EMPLOYERS

As part of the French studies course, students take a year out in France. Many choose to go on a work placement in a French school or in a business. Thus we have over the years built up a relationship with many employers such as Alcatel, GoFluent, Midiloc, Affichage Autorisé and many others.

SECTION 10: QUALITY MANAGEMENT

Modern Languages at Brookes encourage active participation in the monitoring, maintenance and enhancement of quality, the responsibility for the quality management of academic programmes is devolved to the Faculty AESC but the programme lead and the team have the responsibility to monitor and review the performance in their provision of services to students. The Academic Policy and Quality Unit provides support and guidance and has a quality assurance role on behalf of the University.

We take on board all types of feedback: student surveys at module or programme levels, focus groups, annual and periodic review. At the last validation, the team was also congratulated on gaining feedback from other stakeholder such as secondary school teachers and employers.

The Modern Languages Department at Oxford Brookes was rated excellent in the most recent national teaching assessment.
A number of members of staff are research active and have been awarded research grants from the following research bodies including the AHRC, the Leverhulme Trust and the British Academy.