

PERIODIC REVIEW OF MODERN LANGUAGES AND EUROPEAN STUDIES

**Reviewing programmes delivered by the Department
of Modern Languages and European Studies within
the School of Literature and Languages**

INTRODUCTION

- 1 An internal review of programmes in Modern Languages and European Studies (MLES) was held on 15 and 16 March 2016. The members of the Panel were:
 - Dr Emma Mayhew, School Director of Teaching and Learning, School of Politics, Economics and International Relations (*Chair*)
 - Dr Marianne Ailes, Senior Lecturer, School of Modern Languages, University of Bristol (*external member, subject specialist*)
 - Prof Guido Bonsaver, Professor of Italian Cultural History, Pembroke College, University of Oxford (*external member, subject specialist*)
 - Dr David Nutt, Associate Professor, School of Chemistry, Food and Pharmacy (*internal member*)
 - Dr Anne Thies, Associate Professor, School of Law (*internal member*)
 - Ms Emily Jackson, Part 3 MPharm, School of Chemistry, Food and Pharmacy, University of Reading (*Student member*)
 - Mr Richard Sandford, Quality Support Officer, Centre for Quality Support and Development (*Secretary*)

- 2 The Panel met the following:
 - Dr Julia Waters (*Head of Department*)
 - Dr Melani Schröter (*Department Director for Teaching and Learning and German Studies Programme Director*)
 - Dr Athena Leoussi (*European Studies Programme Director*)
 - Prof Françoise Le Saux (*French Studies Programme Director*)
 - Dr Federico Faloppa (*Italian Studies Programme Director*)

- Dr Parvathi Kumaraswami (*Spanish Studies Programme Director*)
- Dr Alison Martin (*Departmental Year Abroad Coordinator*)
- Mrs Enza Siciliano Verruccio (*Departmental Language Co-ordinator, Technology Enhanced Learning Officer*)
- Dr Daniela La Penna (*Departmental Director of Postgraduate Studies*)
- Dr Nicola Abram (*Widening Participation Officer, School of Literature and Languages*)
- Dr Paola Nasti (*Departmental Careers Officer*)
- Dr Cindy Becker (*Careers Learning Tutor, School of Literature and Languages*)
- Dr Chiara Ciarlo (*Italian Language Teacher*)
- Ms Sandra Beer (*Lektor in German Studies*)
- Dr Charles Leavitt (*Lecturer in Italian Studies*)
- Dr Marjorie Gehrhardt (*Lecturer in 20th Century French History*)
- Mrs Stephanie Brunger (*Departmental Administrator – Italian and European Studies*)
- Mrs Sarah Lodge (*Departmental Administrator – French Studies & Year Abroad*)
- Mrs Gillian Williams (*German & Spanish Studies*)

3 The Panel met students who represented the following degree programmes:

- BA European Studies
- BA French & German
- BA French & Italian
- BA Italian Studies
- BA French & English Literature
- BA French & History
- BA French & History of Art
- BA French & Management
- BA German & History
- German & Italian
- BA Italian & History
- BA Italian & Management
- MRes Modern Languages

4 The Panel met recent graduates who had graduated from the following degree programmes between 2012 and 2013:

- BA European Studies
- BA French and English Literature
- BA French and Italian
- BA German and Italian
- BA Italian

GENERAL OBSERVATIONS

- 5 The Review Panel met with a range of staff from across the Department, including teaching and learning staff and administrative staff. The staff were fully engaged with the process and made the Panel feel welcome. The review benefitted from a comprehensive and well-organised Blackboard organisation. The panel found the resources provided invaluable in their review of the Department's activities. The panel extends its thanks to the Department for its hospitality and full engagement with the process.
- 6 The Panel were grateful for the opportunity to meet and question current and former students. They found the students to be passionate about their subject and Department. The panel felt that the students were a credit to the Department and wish to thank them for their valuable input.
- 7 The Panel noted that it has been a time of considerable change for the Department. Recent years have seen the consolidation of all modern languages into one department, the introduction of Spanish (suggesting that the Department is open to change and sensitive to the changing landscape in modern languages), a Curriculum Review yielding a rationalisation of modules offered and the decision to end European Studies programme provision (whilst continuing to run certain modules from that programme). These internal changes have taken place against a backdrop of a changing HE landscape and not inconsiderable changes at the University (including, but not limited to, the forthcoming changes to administrative support).
- 8 The Panel were impressed by the Department's resilience to change but noted that the Department would benefit from a period of stability in order to fully embed recent changes and evaluate the impact of those changes.
- 9 The Panel heard how the Department is striving to provide a sense of community and a 'languages' identity amongst its staff and students. There has been significant progress in this area, especially through the adoption of common standards across language groups and the introduction of the role of Student Engagement Officer.
- 10 The Panel noted that the introduction of 'D' (ie Department) modules and extracurricular activities had been very useful in engendering a sense of common identity and purpose within the Department.
- 11 The Panel was impressed by the use of available space within the HumSS building, and in particular the provision of a Modern Languages Resource room. The room was well-stocked with foreign language texts but also plays an important role in helping to foster a sense of academic community. The use of this space and collegiality between academic colleagues, administrative staff and students was felt to be key in developing an overall positive student experience **[good practice a]**.

ACADEMIC STANDARDS OF THE PROGRAMMES

Educational aims of the provision and the learning outcomes

- 12 The Panel felt that the programmes under review are well established. Whilst the new programmes in Spanish are a recent development, they are fully supported by the School (and University) and have been successfully integrated within the Department's portfolio.

- 13 The Panel confirmed that the aims and intended learning outcomes of the programmes are clear, and the learning outcomes are aligned to the aims. The Panel found that some of the aims and outcomes in the module descriptions were expressed with exemplary clarity.
- 14 The Panel noted that there was some variance in practice across the language groups which make up the Department. These discrepancies could explain variation in NSS performance amongst the constituent parts of the Department. It was noted that the high scores achieved by Italian in the NSS could not be solely attributed to high student-staff ratios in that area (although this is a contributing factor). The Panel would like to see the Department continue to develop coordinated approaches to teaching, assessment and recruitment across the different language groups. This sharing of good practice will facilitate a consistency of student experience **[advisable recommendation a]**.
- 15 The Panel found the learning outcomes to be properly aligned with the QAA benchmark statement for Languages, Cultures and Societies.¹
- 16 The Panel explored the rationale for the provision of specific modules at Parts 1 and 2. The panel were satisfied that Part 1 modules provided a sound basis of knowledge and skills to enable further study at Part 2. The panel also noted the work carried out to introduce students to Part 2 modules and opportunities afforded to outline to students the rationale behind programme design.
- 17 The Panel noted that the external examiners are satisfied that aims and learning outcomes are attained.
- 18 The Panel was pleased to note that the Department has demonstrated its awareness of market changes through the establishment of Joint programmes in many areas (including Management, Economics and English Literature or Language), and the introduction of Spanish Studies. The Department is also considering its ab initio offerings in light of market changes: recently withdrawing ab initio German and introducing ab initio French. The Department has made an ongoing commitment to review this provision.
- 19 The Panel noted that, by its very nature, the subject is international in scope. The programmes are moving away from a solely Eurocentric perspective through modules available in French (focusing on the French Caribbean) and the introduction of Spanish Studies (which includes wider consideration of Hispanic cultures, including Latin America). This international perspective is further enhanced through an academic and research community which is truly international, both in composition and focus. This gives students a global perspective on their subject.

Curricula and assessment

- 20 The Panel agreed that the Department offered a broad range of programmes, which cover a comprehensive and appropriate range of topics.
- 21 The Panel felt that the Department's offering had benefitted from the focused approach engendered by the recent Curriculum Review. In particular, the restructuring of module diets has helped ensure the viability of provision and continued breadth of student choice **[good practice b]**.
- 22 The Panel noted that the Department had some concerns about the ongoing provision of support for students on Joint Honours programmes. The Department were justifiably proud of the support that they provide to these students. The Panel felt that the University should investigate ways in which appropriate administrative support could be provided to such students

¹ www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf

after the implementation of the recommendations of the PAS exercise **[advisable recommendation I]**.

- 23 The Panel noted that it was possible for Single Honours students in Part 1 to take a large number of credits outside of their target area of study. The programmes have been designed to allow students to transfer into the Single Honours programme, leaving open the possibility that students on Single honours could take only 40 credits in their target area (they can take one Language module and one Content module, plus additional content or Department modules and modules from across the University). The Panel agreed that the flexibility that this model offers was desirable, but felt that mechanisms need to be in place to ensure that Single Honours students take an appropriate number of credits in their target area of study during Part 1 **[desirable recommendation f]**.
- 24 The Panel was impressed by the Department's well-considered and targeted approach to assessment and the provision of feedback. As well as the timely provision of assessment specific marking criteria, the Panel found that the Department was using criteria based feedback forms (across all assignments) and providing students with high quality and detailed feedback **[good practice c]**.
- 25 The Panel discussed the Department's practice of double-marking work and questioned its sustainability. The Department expressed some reluctance to follow the moderation model where it was felt that the marker was being marked rather than the script. It was noted that this primarily happens in Italian and that students felt that it was an area of good practice. The Department recognises that this practice is perhaps more diligent than necessary, but do not consider it to be an issue owing to the size of the cohorts involved. Although it is a time-consuming activity it is very helpful for team taught modules.

Use of student management information

- 26 The Panel noted that detailed consideration had been given to student feedback gathered via the NSS. The results (including qualitative responses) are discussed at the departmental Teaching and Learning meeting. Areas of weakness are identified and plans formulated to address them.
- 27 The Department informed the Panel that they had strategies in place to improve NSS scores, based on identifying best practice and sharing it across the language groups.
- 28 Data from the PTES had not been available/useful owing to the small Taught Postgraduate numbers.
- 29 The Panel noted that the Department has relied on feedback from External Examiners to help gauge student attainment levels in comparison with competitors. There is a perception that they are not out of step with competitors, especially when consideration is given to the entry level of students and their final attainment levels.
- 30 The Department has been looking at attainment levels and has circulated 'step-marking' criteria to all staff and is using descriptors across bands to identify where work might sit.
- 31 The Panel heard that module evaluation forms were used at the end of all modules and all staff are encouraged to utilise mid-module evaluation. Such feedback is considered at the Staff Student Liaison Committees where immediate responses are provided (if possible) or more considered and thorough answers are provided at a later date.
- 32 Mid-module feedback has also been used to monitor the success (and appropriateness) of the newly-implemented Department modules.

- 33 The Panel noted that whilst the module evaluation forms are anonymised some students expressed concerns about the fact that the forms asked students to indicate their course of study. In some cases the students felt that this greatly reduced the anonymity of their responses (eg if they were on particular Joint Honours programmes). However, the students felt that the open nature of the Department meant that they could honestly share open and constructive criticism where necessary.
- 34 The Panel heard about the Department's difficulties in ensuring that recent graduates engage with the DeLHE survey. It was noted that this is a centrally managed survey, but that the Department has a role to play in ensuring that students are aware of the importance of completing it. To this end they have reviewed how they keep in contact with graduates (by improving their social media presence and putting on alumni events) and have decided to collect finalists' contact information during their final language classes rather than at Graduation.

QUALITY OF LEARNING OPPORTUNITIES OFFERED BY THE PROGRAMMES

Teaching and learning

- 35 The Panel noted the positive effect on teaching and learning engendered by the considerable effort made by staff (both academic and administrative) to foster a sense of community **[good practice d]**.
- 36 The Panel heard how 'authentic speech' is integral to language teaching and TEL has come to play a key role in delivering this. The Department also use TEL for e-assessment and feedback in some areas. The Department has used mobile technologies for language learning (investing in 20 iPads for mobile language laboratories), implemented screencasts for the delivery of feedback in some modules and developed open educational resources with support from internal funding and external bodies (including the 'Bridging the Gap' project. The Panel praised the Department's continued innovations in the use of technology enhanced learning **[good practice e]**.
- 37 The Panel was impressed by the Department's commitment to intensive small group teaching. It was noted that this is key to the successful delivery of language learning, enabling students to fully participate in class activities **[good practice f]**.
- 38 The Panel noted that in order to get the most out of small group teaching it was imperative to ensure full attendance by all students. The Department reported that attendance monitoring was conducted by class tutors (with students signing-in to classes) and that absences were chased/queried via Personal Tutors. The Department has made initial explorations around using RISIS to record and monitor attendance and agreed that it would be beneficial to look at procedures for recording attendance more formally **[desirable recommendation g]**.
- 39 The Panel noted that there was no standard policy on the use of target languages in the delivery of 'content' modules. The decision as to whether to deliver modules in target languages was made by individual module convenors (often in discussion with students). All 'language' modules are delivered in the target language.
- 40 Whilst some students were positive and enthusiastic about using the target language in the delivery of 'content' modules, they often found that the reality of such delivery differed from their expectation. The Panel noted that the 'content' modules had been developed in order to facilitate a comparative element to the study of languages. Materials for the modules were provided in the source language, but it was felt that teaching in the target language might hinder participation by those students not from the appropriate language group.

- 41 The Department has held several discussions on the topic of target language delivery. They had identified issues (including finalists' desire to concentrate on the content of modules, pedagogical issues around delivery and essay writing, and potential blocks to participation). The Panel felt that the Department should face these issues and look to develop a policy to ensure a consistent approach to the use of a target languages, especially in relation to 'content' module teaching **[advisable recommendation b]**.
- 42 The Panel were impressed by the numerous opportunities for interaction between postgraduate and undergraduate students. These included the use of postgraduate students to provide study skills support to undergraduates; finalists attending masters sessions (if they are interested in taking their studies further; postgraduate students acting as sessional teachers (including shadowing current staff and sitting in on classes); postgraduates attending undergraduate presentations; the opportunity to work together on the Language Festival; and opportunities for undergraduates to attend Research Stories events.
- 43 The Panel believed that undergraduate exposure to m-level and research events and materials was key in raising their aspirations **[good practice g]**.
- 44 The Panel heard about the issues around differentiating the MLES offering from those of the IWLP. It was felt that the ab initio offering from MLES could provide students preparing for a Year Abroad with the necessary language skills and cultural understanding to have a successful and enriching experience. However, the structure of other degrees often meant that students were unable to take up this option and therefore opted for the more conversational IWLP courses. There is work to be done to ensure that both offerings are complementary, yet distinct, and to explore all opportunities for efficiencies and collaboration **[advisable recommendation c]**.

Student admission and progression

- 45 The Panel felt that the entry tariffs were well-considered and in line with the Department's position within the market.
- 46 The Panel noted that there was limited scope to increase numbers owing to a national downturn in language take-up. However, this year had seen an increase in 'acceptances' even though applications were down.
- 47 The Panel noted departmental efforts to engage in outreach activities with a view to encouraging student interest in languages and increasing student uptake. The School has a Widening Participation officer and the Department is working with them to see what activities might benefit them. They are participating in the Reading Scholars scheme (which sees students visit local schools). The delivery of ab initio courses was felt to have a positive effect on recruitment.
- 48 The Panel recognised the considerable effort that the Department had put in to setting up Programmes in Spanish studies. The initial recruitment targets were conservative and had been exceeded. The Department has recently introduced additional Joint Honours programmes in Spanish, which bring it in line with their other language offerings.
- 49 The Department makes good use of Open and Visit days. They have recently introduced informal chats with lecturers on Visit days which have been a success.
- 50 The Panel were impressed with the displays and posters around the Department and felt that these had a positive impact on prospective students (and in informing current students of module options) **[good practice h]**.
- 51 The Panel noted that some of the information on the Department's website needed updating, in particular, references to the European Studies programme need to be amended **[desirable recommendation h]**.

- 52 The Panel were pleased to hear that the Department was working with Marketing, Communications and Engagement to find ways to ensure that their online presence was appealing to new students. This included finding ways to use current students to promote the Department's offerings.
- 53 The Panel was satisfied that there were no particular issues in terms of progression or retention. As noted above, the Department is looking at the proportion of first class degrees in comparison to competitor institutions and how this might be addressed through the use of the full range of marks within the first class category.

Learning resources

- 54 The Panel recognised the important role played by support staff within the Department, especially in the administration and support they offer during the Year Abroad.
- 55 The Panel felt that the Department benefits from a mix of staff of various experiences. Some senior staff have recently retired, but the feeling is that there are a number of staff who are ready for promotion. The staff show a dedication to their subject and have research interests which directly feed into their teaching.
- 56 The Panel was impressed by the learning resources available to students. In particular, the Self Access Centre for Language Learning (SACLL) and resource room within the Department.
- 57 The resource room is a central point for Departmental activities, forming a learning hub and also acting as a communal space for staff and students. The room is physically located at the centre of the Department with offices located around it and easy access to the link corridor. The Panel urges the Department to consider how best to maintain this resource room and thus sustain the sense of academic community it helps engender **[advisable recommendation d]**.
- 58 The SACLL resource is shared with ISLI (with the Department contributing to its upkeep) and provides an invaluable contribution to language learning and self-study. Its set up includes access to online resources, study pods and specially designed computer tables which fold away to provide group study spaces. SACLL has extended opening hours twice a week (closing at 18:00).
- 59 The Department also uses other classrooms in HumSS as language laboratories, including some which they have been granted priority booking rights. The use of alternative spaces as teaching laboratories has been facilitated by the acquisition of 20 iPads (and a charging cart) which has, in effect, provided the Department with a mobile language laboratory.
- 60 Tools for Technology Enhanced Learning play a key role in the delivery of language teaching within the Department. Video and audio equipment in SACLL, interactive whiteboards and the iPads have been fully integrated into teaching activity within the Department.

Employer engagement

- 61 The Panel noted that the Department has developed several initiatives to help improve the employability of their students. These initiatives have taken place alongside School and University-led activities.
- 62 The Panel heard how the Year Abroad element of the programmes plays a key role in helping students enhance their employability skills. Students are able to study, work or teach (via a scheme with the British Council) during their Year Abroad. Students who are preparing for their Year Abroad have the opportunity to meet with students who have recently returned from theirs. The Department was pleased to report that there was now standardised practice across all language groups in the delivery of Year Abroad activities. The Year Abroad also benefits from

participation in the University's Thrive mentoring scheme and a locally maintained database of overseas employment opportunities.

- 63 The Panel was impressed by the level of support offered to students prior to, and during, their Year Abroad. The support comes from both academic and administrative members of staff **[good practice i]**.
- 64 The Department is exploring other ways to enhance students employability, including
- Providing students with opportunities to meet professionals (including alumni);
 - Delivering better quality careers information to current students (through School and University events);
 - Developing an alumni partnership scheme (pairing current students with alumni); and
 - The use of 'career modules'.
- 65 The Panel heard that 'career modules' in the Department have evolved from discontinued 'career skills' modules and provide students with academic and other work placement opportunities. These opportunities might be optional (eg in the Dante module - IT305 - students can opt to take a school placement as an alternative to writing an essay). In other modules the work placements are compulsory (eg in Language and Power - ML3LP - students produce a written report reflecting upon their experiences during the placement).
- 66 Additionally, the Department benefits from participation in School-led activities, including:
- Professional development events during Enhancement Week
 - Placement opportunities; and
 - The Professional Track scheme.
- 67 The School of Literature and Languages 'Professional Track' scheme gives students the opportunity to take part in activities alongside their studies (which may lead to a certificate). The scheme enables students to enhance their employability through interaction with professional bodies, placements and other training sessions run by the School or Careers Centre.
- 68 The Panel were particularly impressed by the Department's use of modules which contain placement-based elements and therefore align with the ethos of the School's 'Professional Track' activities **[good practice j]**.
- 69 The Panel noted that students were not entirely complimentary about centrally-organised careers events. They felt that Modern Languages were under-represented at the main Careers Fair and that there wasn't enough variety in the employers at the Languages Fair.
- 70 The Panel were pleased with the initiatives they had found and urge the Department to further develop and consolidate current employability initiatives within the Department (eg placement modules, Year Abroad, alumni networks and events), School ("Professional Track") and University (Careers Fairs) **[advisable recommendation e]**.

ENHANCEMENT OF QUALITY AND ACADEMIC PROVISION

- 71 The Panel noted that staff within the Department are engaged with the central training programmes run by the University, especially with regards to sharing experiences of Technology Enhanced Learning (TEL). However, the Panel would like to encourage staff to share their good practice more widely within the University (it is already well known outside the University).

- 72 The Panel noted that the Department have a strategy in place to ensure that 80% of relevant staff have a form of teaching qualification, in line with University expectations. Currently 57% of staff have declared a teaching qualification (with 27% having no teaching qualification and 16% undeclared). The Department is using PDRs as its chief method to ensure engagement (and the promotion criteria where applicable).
- 73 The Panel felt that there was a risk of the Department relying on informal feedback and that it was not clear (from documentation) that management information (such as external examiner reports, module feedback etc) were being considered at Staff Student Liaison Committees.
- 74 The Panel believed that some minor adjustments to practices would help make these processes more transparent and facilitate sufficient opportunity for engagement and dialogue with students. The chief adjustment would be the adoption of the standard Staff Student Liaison Committee agenda to help the Department feed key teaching and learning information (such as external examiner reports) back to their students **[desirable recommendation i]**.
- 75 The Panel recognised that the recent Curriculum Review had yielded positive results. There were some concerns that the implementation process may not have been as inclusive as it could have been, and that there may have been more room for the student voice during the actual review. Whilst recognising the need for a small and agile group to deliver such reviews the Panel felt that staff and student voices may not have been fully heard. Whilst the Curriculum Review is a 'one-off' the Panel feels that the Department would benefit from a review of the mechanisms available for staff and students to engage in the development and enhancement of the curriculum **[desirable recommendation j]**.
- 76 As noted above, the Department is looking forward to a period of stability and the opportunity to reflect on the changes that have been implemented and measure their success. The benefits of the Curriculum Review will become apparent in future rounds of the NSS. There is a feeling that the Curriculum Review in tandem with more settled staff (including the introduction of language teaching fellows) will help the Department share best practice and work towards common goals.
- 77 The Panel recognised that the merger from three separate Departments into one single Department had provided many opportunities for the sharing of best practice. These opportunities were being explored, and the Panel were keen to encourage colleagues within the Department to continue to increase this kind of activity.
- 78 Whilst engagement with the wider University (and sector) communities to share best practice with regards TEL activities was lauded by the Panel, it was noted that more could be done to facilitate such activities within the Department. The Panel urges the Department to create opportunities for staff to train, explore and share good practice around TEL **[desirable recommendation k]**.
- 79 The Panel were interested to hear about the Department's double-marking activities and felt that this encouraged open and frank discussions amongst peers about how work should be graded and assessed.

MAIN CHARACTERISTICS OF THE PROGRAMMES UNDER REVIEW

- 80 The Department has gone through numerous and substantial changes over recent years and has displayed resilience and a willingness to adapt. The Department is beginning to see the benefit in a number of areas from these changes, with feedback from students (both within and outside the Department) indicating that the changes to modules have been beneficial. The Department delivers a broad, current and relevant curriculum at undergraduate and postgraduate level. The

students benefit from a supportive and collegiate atmosphere within the Department and find themselves in an environment where they can flourish. The staff are dedicated to their subject and providing research-informed teaching for their programmes.

CONCLUSIONS ON INNOVATION AND GOOD PRACTICE

- 81 The Panel identified the following as representing particularly good practice:
- a) The use of available space within HUMSS, particularly the provision of the MLES resource room, to carefully foster a strong sense of academic community and collegiality between academic colleagues, administrative staff and students which strongly reflects on the overall student experience.
 - b) The successful implementation of the recommendations of the curriculum review around restructuring of module diets, ensuring both the viability of provision and continued breadth of student choice.
 - c) The well-considered, targeted approach to assessment and feedback, including:
 - i. the timely provision of assessment specific marking criteria;
 - ii. Department-wide, criteria based feedback forms; and
 - iii. evidence of high quality and detailed feedback.
 - d) Pastoral and academic support provided by teaching and administrative staff.
 - e) Continued innovations in the use of technology enhanced learning, in particular:
 - i. the use of mobile technology for language learning;
 - ii. screencasts for feedback in some modules; and,
 - iii. the development of open educational resources.
 - f) The commitment to intensive small group teaching, which is essential for effective language learning.
 - g) The numerous opportunities for interaction between postgraduate and undergraduate student and the exposure of the latter to M-level research events and materials, thus raising aspirations in the undergraduate body.
 - h) The use of visual displays within the Department to inform and engage current and prospective students.
 - i) The extensive support offered to students prior to and throughout their year abroad by both the administrative team and academic members of the Department.
 - j) The delivery of modules which contain placement-based elements and align with the School's "professional track" programme.

CONCLUSIONS ON QUALITY AND STANDARDS

- 82 The Panel has concluded that the quality and standards of the programmes reviewed are appropriate.

CONCLUSIONS ON NEW DEGREE PROGRAMME PROPOSALS

- 83 The Panel received no submissions with regards to new programme proposals.

RECOMMENDATIONS

84 The Panel recommends to the Joint Faculty Board for Teaching and Learning for Arts, Humanities and Social Science that the following degree programmes taught by the Department of Modern Languages and European Studies re-approved to run for a further six years:

- BA European Studies (3 year and 4 year programmes, until the final student graduates)
- BA French
- BA French and Economics
- BA French and English Literature
- BA French and German
- BA French and History
- BA French and History of Art (until the final student graduates)
- BA French and International Relations
- BA French and Politics (until the final student graduates)
- BA French and Italian
- BA French and Management
- BA French and Spanish
- BA French Studies and English Language
- BA German
- BA German and Economics
- BA German Studies and English Language
- BA German and History
- BA German and International Relations
- BA German and Politics (until the final student graduates)
- BA German and Italian
- BA German and Management
- BA German and Spanish
- BA Italian
- BA Italian and Classical Studies
- BA Italian and Economics
- BA Italian Studies and English Language
- BA Italian and History
- BA Italian and History of Art (until the final student graduates)
- BA Italian and International Relations
- BA Italian and Politics (until the final student graduates)
- BA Italian and Management
- BA Italian and Spanish

- BA Spanish and English Literature
- BA Spanish and History
- BA Spanish and International Relations
- BA Spanish and Management Studies
- BA Spanish Studies and English Language
- MRes Modern Languages

85 The report will categorise any issues as follows, in order of priority:

- Those areas where the Review Team believes it is **necessary** for action to be taken urgently to safeguard the standard of provision;
- Those areas where it is **advisable** that the issues be addressed as soon as possible;
- Those areas where it is **desirable** that the issue be addressed over a longer time span.

86 The Panel has made the following recommendations which must be addressed as a condition of re-approval:

Necessary

There are no necessary recommendations.

The Panel makes the following recommendations to the Department:

Advisable

- a. Continue to develop a coordinated approach to teaching, assessment and recruitment across different language groups within the Department in order to share good practice and ensure consistency in the student experience
- b. Develop a policy to ensure a consistent approach to the use of a target language in content module teaching
- c. Consider how best to ensure that MLES and IWLP complement the provision offered by each Department and utilise all opportunities for efficiencies and collaboration
- d. Consider how best to maintain the central resource room (which is crucial to the maintenance of a sense of an academic community)
- e. Further develop and consolidate current employability initiatives within the Department (eg placement modules, Year Abroad, alumni networks and events), School ("Professional Track") and University (Careers Fairs)

Desirable

- f. Monitor that single honours students in their first year take an appropriate number of credits in their target area of study
- g. Further explore the mechanisms and tools available to monitor attendance
- h. Continue to review the website in order to ensure an accurate portrayal of the programmes on offer to prospective students
- i. Ensure that the Staff Student Liaison Committee uses the standard agenda so that the Department feeds back key T&L information to students in order to facilitate sufficient opportunity for engagement and dialogue
- j. Review mechanisms to ensure that staff and students have sufficient opportunities to engage in the development and enhancement of the curriculum

- k. Create opportunities for staff to train, explore and share good practice around Technology Enhanced Learning

The Panel also makes the following recommendations to the **University**:

Advisable

- l. Consider the ongoing administrative support for students on Joint honours degrees
- 87 The Panel does not have a recommendation to the Faculty Board for Teaching and Learning for Arts, Humanities and Social Science as to whether any proposal(s) for new degree programmes should be approved, as this is not applicable.