



PROGRAMME SPECIFICATION FOR CLASSICS AND MODERN LANGUAGES

This document describes the Classics and Modern Languages Joint School course, in which students combine the study of Classics and one modern language and the literatures associated with them from a choice of French, German, Italian, Russian, Spanish, Czech (with Slovak), Medieval and Modern Greek, and Portuguese.

Revised November 2008

**PROGRAMME SPECIFICATION
BA IN CLASSICS AND MODERN LANGUAGES**

1	Awarding institution/body	University of Oxford
2	Teaching institution	University of Oxford
3	Programme accredited by	n/a
4	Final award	BA (Hons)
5	Programme	Classics and Modern Languages
6	UCAS Code	Q800 BA/CML1 (4-year course including compulsory year abroad) Q810 BA/CML II (5-year course including compulsory year abroad)
7	Relevant subject benchmark statement	Classics and Modern Languages and related studies
8	Date of Programme Specification preparation	October 2002 (revised November 2008)
9	Educational Aims of the Programme	
	<p>9. Educational aims of the programme</p> <ul style="list-style-type: none"> • To build and encourage intellectual confidence in students, enabling them to work independently but in a well-guided framework. • To provide for students a sustained, carefully-designed and progressively-structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction. • To train and encourage students in appropriate linguistic, analytical, research and presentational skills to the highest possible standards. • To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude. • To produce graduates who are able to deal with challenging intellectual problems systematically, analytically, and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education. <p>Objectives</p> <ul style="list-style-type: none"> • To provide expert guidance over a very wide range of options in challenging fields of study within the Greco-Roman world and in the modern European languages and literatures. • To help students to acquire the ability to read accurately and critically texts and documents in Latin and/or Greek, and in a modern European language. 	

	<ul style="list-style-type: none"> • To help students to acquire the ability to write and speak a modern European language with a high degree of accuracy and fluency. • To help students to acquire the skills to assess considerable amounts of material of diverse types, and to select, summarise and evaluate key aspects. • To foster in students both the skills of clear and effective communication in written and oral discourse, and the organisational skills needed to plan work and meet demanding deadlines. • To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation (whether written or oral) of their work, and continuous monitoring of their academic progress. • To maintain and enhance the broadest possible base for student recruitment, and to maintain the highest intellectual standards at admission. • To provide effective mechanisms through which able students of different levels of experience can rapidly acquire the linguistic and other skills needed to achieve their potential in the subject. • To make full and effective use of the very wide range of research expertise in our faculties and the excellent specialist resources and collections available in the University. • To offer courses which are kept under continuous review and scrutiny. 	
10	Programme outcomes	
A	<i>Knowledge and Understanding of:</i>	<i>Related teaching/learning methods and strategies:</i>
	how primary evidence is employed in literary-critical, linguistic and philological analysis and argument;	Teaching is by a combination of tutorials, lectures and language classes. Tutorials are typically hour-long sessions of two students with a tutor for which each student is expected to write essays of roughly 2000-2500 words in length. Tutorials may be supplemented by classes, in which larger groups of students are taught by a tutor, sometimes using a seminar format. The course is designed to give students a wide choice of options so that they can develop their interests, while retaining a core of basic material that must be studied. Individual initiative is encouraged wherever possible, and students who wish to may write a thesis on a subject of their own choice provided it falls within the general area of the course. Literary works are read in their original language, as is some of the associated critical writing in the case of the modern language .A detailed study of linguistic structures, literary texts, and films and other artefacts from a range of periods is essential to the course. Close attention is paid in lectures, classes and tutorials to the texts' generic, cultural and linguistic specificity. In the modern language, 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.
	a broad range of literary and, where chosen, linguistic topics relating to the languages studied; also of a historical, philosophical or archaeological topic in Classics, if one is chosen;	
	Relevant linguistic skills	

		They 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 studied.
	<p>Assessment</p> <p>Formative assessment takes place through feedback from tutors, given informally as the course progresses and also formally once a term. In addition students are assessed by regular examinations within their colleges, marked by their tutors, who again provide feedback on these. The first part of the course receives summative assessment through a written examination at the end of either the third or the fifth term (depending on the route chosen by the student): students taking the Modern Languages Preliminary Examination at the end of their third term sit seven three-hour papers; those taking Honour Moderations ('Mods') in Classics at the end of their fifth term sit either nine or eleven compulsory three-hour written papers, according to the version of Mods they take, with the option of sitting one further paper. The final summative assessment takes place at the end of the twelfth or fifteenth term (including three terms spent abroad). There are eight compulsory subjects in the final examination, of which one may be a thesis. Within a range of Special Subjects studied in the modern language, some options involve coursework, and students can also undertake an optional dissertation ('extended essay') on the Modern Languages side of the School. Oral language skills in the modern language are tested in examinations in the final term of the course. Otherwise, the required knowledge and understanding are tested through written examinations.</p>	
B	Skills and other attributes	
I	Intellectual skills: the ability to	Teaching/learning methods and strategies
1	Exercise critical judgement and undertake sophisticated analysis	Intellectual skills are developed through the teaching programme, and especially through the requirement to write frequent substantial tutorial essays and to discuss them with tutors and colleagues. Students are required to write essays and to debate the key issues relating to every part of their course; they have to analyse and interpret material, to be able to assess the interpretations offered in secondary literature, and to develop views of their own which they can support and defend. Library use, essential throughout the course, requires and develops IT skills.
2	Argue persuasively	
3	Approach problems with creativity and imagination	
4	Develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion;	
5	reflect critically on the extent and limitations of how and what one has learned, discovered and understood;	
6	marshal a complex body of information, to extract key elements from complex data and to identify and solve associated problems using the most appropriate methodology;	
7	gather, memorise, organise and deploy evidence and information, and to appreciate the consequences of the unavailability of evidence;	
8	engage in analytical and evaluative thinking about texts, sources, arguments and	

<p>9</p> <p>10</p>	<p>interpretations, and to exercise critical judgement in the light of evidence and argument;</p> <p>work autonomously, to think creatively, and to judge independently;</p> <p>to write effectively, deploying all the above skills.</p>	
<p>Assessment</p> <p>These skills are assessed in the first instance by those giving tutorials and classes, whose objective it is to develop them through direct and indirect feedback, and wherever possible by tailoring their demands so as to suit the needs of the particular student. The examinations are designed to test all of these abilities, and are effective in doing so.</p>		
<p>II</p>	<p>Practical skills: the ability to</p>	<p>Teaching/learning methods and strategies</p>
<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>employ advanced language skills in oral and written contexts;</p> <p>ensure that a range of evidence and opinion can be brought to bear on a problem, and to develop research skills to this end.</p> <p>use research materials, both IT-based and of a traditional kind, to advance their knowledge and understanding;</p> <p>write well in a manner that is adapted for a variety of audiences and contexts;</p> <p>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.</p>	<p>A range of language classes are provided throughout the undergraduate course, particularly in the modern language, where 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 studied, and through essay composition and other exercises. Students are instructed at the start how to use libraries, and for those who arrive without basic IT skills there are classes at which they can acquire them. They are given some initial instruction in how to write essays, but in practice learn more effectively from the experience of having to do it regularly, and receiving the comments of tutors and colleagues on their work. Skill 3 is furthest developed by those who take the opportunity of doing a thesis, where the tutor provides guidance and bibliographic help, but much depends on the student's own initiative. To a lesser extent however even those not doing theses need to go beyond the limits of a prescribed bibliography and to make use of research resources in preparing assignments. The effective use of libraries, essential throughout the course, requires and develops IT skills and leads naturally on to the use of databases.</p>
<p>Assessment</p> <p>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</p>		

	with timed written examinations. All skills are assessed through the work done for tutorials and classes. The three-hour written examination or thesis provides a different but complementary assessment of these skills, as does the oral examination in the modern language.	
III	<i>Transferable Skills: the ability to</i>	<i>Teaching/learning methods and strategies</i>
	Except for II 1 all the skills listed under I and II above are obviously transferable; B 1 is transferable too in that it increases a student's capacity to use English well. However one might summarily pick out the following abilities:	
1 2 3 4 5 6 7	Structure and communicate ideas effectively in a variety of oral and written formats Plan and organise the use of time effectively. write quickly, clearly, and fluently; work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with others; be self-critical; 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. employ language skills at an advanced level.	All of 1-6 are acquired through the need to prepare essays and to make oral contributions in tutorials and classes. Informally, these skills (and particularly skill 6) are developed by the atmosphere of discussion and debate between students that the college system encourages. Such informal discussions are very common and often interdisciplinary. Skills 2 and 3 are learnt early in the course, as the requirement to write substantial essays at frequent intervals throughout each eight-week term makes them indispensable. Skill 7 is acquired partly through regular reading of both ancient and modern texts in their original language, and partly (in the modern language) through the extensive language training provided and through spending a year abroad in the relevant country refining the student's language skills in a variety of practical contexts.
	<i>Assessment</i>	
	The assessment of skills 1, 2, 4, 5 and 6 is mainly informal, through the feedback provided in tutorials and classes. The assessment of skills 3 and 7 is both formal and informal, and the same applies to skill 1 so far as written communication is concerned. The abilities to write clearly and quickly, and to get one's point across effectively, are severely tested by the intense programmes of three-hour examinations both in Prelims (or Moderations) and in Finals.	

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 Lectures:

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. 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.

2 Language classes:

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.

3 Tutorials and seminars

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.

11. Programme Structures and Features

Progression through the programme is a process of interlinked consolidation and 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 or languages 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*
- Analytical skills and an ability to distinguish and assess different points of view and make connections between ideas
- Some familiarity with and interest in the relevant culture(s) and/or literature(s)

The subjects of the examination in the Honour School of Classics and Modern Languages are (a) the Greek and Latin languages and literatures and the thought and civilization of the Ancient World, and (b) those Modern European languages and literatures studied in the Honour School of Modern Languages. All candidates must offer eight subjects in Finals and may also offer an

	<p>Additional Subject.</p> <p>The course is a full-time course lasting either four or five years (including a year abroad), according to the path chosen by the student. The structure is not modular, and credit values are not assigned. Instead the course is divided into two parts. Most students take the Modern Languages Preliminary Examination after three terms, which involves papers on the language and literature of either Ancient Greek or Latin or both, and on one modern language and its literature. A small number take Honour Moderations in Classics after five terms, which involves only Latin and/or Greek; after Mods they take up their modern language, adding it to their continuing work in Classics. All students have essentially the same range of options available to them for Finals, which is the second part of the course.</p> <p>All students are required to spend the penultimate year of their course in an appropriate country for their modern language. Their tutors prescribe a course of study for them to undertake during this year, which may consolidate work they have already done or prepare them for work to be done in their final year. They are strongly advised to apply through the Central Bureau for Educational Visits and Exchanges for an Assistantship, where these are available.</p> <p>Candidates in Finals normally offer one modern language and its literature only, except that candidates offering Ancient Greek may offer the subject Modern Greek Poetry if and only if they are not offering Medieval and Modern Greek as their modern language. Most offer one classical language, but it is possible to offer both Greek and Latin.</p> <p>The Modern Languages Preliminary is a pass/fail examination, though candidates may be awarded a Distinction in one of their two branches, or in both. Classics Mods and the Final examination are both classified: candidates may be awarded First, II.1, II.2 or Third Class Honours, or in extremely rare cases may be granted a Pass.</p> <p>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 or five years of the course. Lectures, classes and tutorials are all used to provide different kinds of learning experience.</p>
	<p>Year 1</p> <p>Modern Languages Preliminary – taken after three terms by most students on this course. Candidates do papers on the language and literature of either Ancient Greek or Latin or both, and on one modern language and its literature:</p>
	<p><i>Course</i></p>
<p>(i) (ii) (iii) (iv) (v)</p>	<p>Two language papers in the Modern Language Two literature papers in the Modern Language Unseen Translation from either Latin or Ancient Greek or both Latin and/or Ancient Greek prescribed books: translation and comment Latin and/or Ancient Greek prescribed books: essay questions.</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>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</p>

	provides a sound assessment of the students' achievements and progress in the first year.
	<p>Year 2</p> <p><i>Assessment:</i></p> <p>Classics Mods – taken after five terms by the small number of students on this course who do not take the Modern Languages Preliminary Examination. This involves only Latin and/or Greek. Details are given in the programme specifications for the FHS of Literae Humaniores, Courses I and II.</p>
	<p>Year 4 or 5</p> <p>Candidates sit for the Final Honour School of Classics and Modern Languages at the end of the year following their year abroad. The examination consists of eight compulsory subjects, with one optional extra.</p>
(i) & (ii)	<p>Translation into the Language, Translation from the Language; Essay in the Language</p> <p>The first is 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.</p> <p>Translation from the language is also taught in regular classes, which concentrate on problems of vocabulary and register, and of 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 instruction geared specifically to the essay is provided in the final year. May be offered as an Optional paper by students on this course.</p>
(iii)	<p>A period of Literature</p> <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 course 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>
(iv)	<p>Choice of papers in Literature and Linguistics</p> <p>Students choose one paper in one language and two papers in the other language, from a choice of the following:</p> <ul style="list-style-type: none"> • Historical linguistics • The early or contemporary state of the language • Medieval texts • 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 from a rich diversity of Special Subjects, many of which are assessed by dissertation or by a portfolio of essays.</p>
	<p>Oral work</p> <p>The Modern Languages Oral examination counts as one half of a paper.</p>

<p>(v)</p> <p>(vi)</p> <p>(vii)</p> <p>(viii)</p> <p>(ix)</p> <p>(x)</p>	<p>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.</p> <p>No candidate shall obtain honours unless in the same academic year he or she shall have satisfied the examiners in the oral examination in the modern language offered in the Honour School.</p> <p>Performance in this oral examination will be taken into account in the determination of a candidate's class. The oral examination is held in the week before Trinity Full Term.</p> <p><i>Literature of the fifth century BC OR Latin Literature of the first century BC</i> (one three-hour paper plus one 90-minute translation paper)].</p> <p>A subject in Classics.</p> <p>A subject in Classics.</p> <p>A subject in Classics OR in Modern Languages OR <i>Ancient and French Classical Tragedy</i> OR <i>The Creative Reception of Greek Tragedy in German</i>.</p> <p>Optional extra: a subject in Classics OR in Modern Languages, OR an extended essay in Classics or Modern Languages or both combined.</p> <p>The subjects available are almost all of those available in the Final Honour Schools of Modern Languages and Literae Humaniores (except that most of the Philosophy options in the latter are not available); in addition there is a small number of subjects specially devised for Classics and Modern Languages.</p> <p>One of the subjects in Classics may be a thesis in Classics or in a subject linking Classics and Modern Languages.</p> <p>Students thus have a considerable degree of choice, though it is subject to a number of constraints within the structure of the syllabus.</p>
<p>12.</p>	<p>Support for students and their learning</p>
<p>A</p>	<p>Libraries</p> <p>Reflecting the nature of the discipline as primarily text-based, and the essential requirement for adequate Library resources, Classics 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 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; the Sackler Library which incorporates the Classics Lending Library; 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>
<p>B</p>	<p>IT resources</p> <p>There is an extensive network of IT resources and support within Oxford. Colleges provide good IT resources and Support Officers prepared to train and assist 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 significant and growing. 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 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>, and in more user-friendly form in the Course Handbooks for each language and for the Joint Schools (also available on each Faculty Website). 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>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>
13	Criteria for admission
	<p>A</p> <p>All students on this course are normally expected to have taken a modern language at A level (or equivalent), and most to have taken either Latin or Greek or both. Those who have not studied a classical language for A level may take Mods II in one language, but for those taking the Modern Languages Preliminary or Mods I, an A level in at least one classical language is normally required.</p> <p>Except in very special cases, students are expected to have AAA at A level, or an equivalent qualification.</p> <p>All applicants are required to submit samples of school work in advance of their interviews and to sit written tests when they come for interview; details are given in the University of Oxford Undergraduate Prospectus.</p> <p>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>

	<p>B 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 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 Institute for the Advancement of University Learning (IAUL), which has been set up within the University to carry out research into the training of university teachers as well as to implement that research by employing the most effective methods of training. All new lecturers must attend an induction course at the start of their term of office, and IAUL offers a wide range of in-service courses (on lecturing, on small-group teaching, on assessment etc.) which lecturers regularly attend. The Institute also runs courses to train graduate students who undertake some undergraduate teaching. • By attendance at the courses mounted throughout the academic year by Oxford University Computing Service (OUCS), which enable staff to enhance their teaching. • By engaging in annual appraisal with an appraiser (each member of the Faculties is assigned to an appropriate appraiser). The emphasis of the University's appraisal scheme is on reflection and self-assessment. • 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.</p> <p>In Modern Languages, examiners' reports are discussed annually by each Sub-faculty, and the reports and the Sub-faculties' comments are then considered by the Academic Policy Committee which in turn makes proposals on examining to the examiners and to the Faculty Board, as appropriate. The APC in particular makes recommendations to the Board 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 Board, in the term following the examinations, considers external examiners' reports, sub-faculties' comments on the reports, and the recommendations of the APC: any remedial changes requested are implemented as soon as is practicable.</p> <p>In Classics, examiners' reports are considered by the Sub-faculty of Greek and Latin Languages and Literature and the Classics Faculty Board as soon as they are available. It is generally the Sub-faculty that plays the part played by the APC in Modern Languages; otherwise the procedures are much as described above for Modern Languages.</p> <p>In either case, the reports are then passed on to the Humanities Divisional Board, along with notes of action taken or proposed, and also to the University's Educational Policy and Standards Committee. This latter committee is the ultimate authority, within the University, for overseeing matters of educational policy, for ensuring the maintenance of the highest standards, and for</p>

	<p>enforcing such action as may be necessary to achieve these ends. It is the body to which proposals for syllabus change have to be submitted for approval.</p> <p>There is also a Joint Standing Committee consisting of three members from each Faculty, whose function is to make proposals for changes in regulations and submit them to the two faculty Boards. It considers any matters that are not more properly dealt with by one or other faculty separately, and its chairman is responsible for revising the Course handbook each year.</p> <p>Suggestions for changes to the content of the programme, whether initiated by the Joint Standing Committee or coming from elsewhere, are normally discussed at Sub-faculty level (with student representatives present) before being put forward for approval or modification by the Faculty Boards. Key elements in such discussions are the intellectual coherence of the course, teaching provision and library resources.</p> <p>Another key source for evaluating and improving the quality of teaching and learning is student feedback on lectures and seminars. This is regularly solicited through questionnaires, and student comments are reviewed by the lecturer(s), and in Classics by the Lecture List Secretary. Student concerns are also discussed in the termly meetings of the Joint Consultative Committee (JCC), formed by student representatives and officers of each Faculty. The JCCs conduct their own surveys of student opinion through questionnaires, the results of which are discussed by the committees and reported to the Undergraduate Studies Committee (in Modern Languages) or the Sub-faculty (in Classics). Student opinion on new course proposals or suggested changes to the curriculum is solicited via the JCC and given serious consideration. These and any other views are presented by undergraduate representatives and discussed at each Sub-faculty's termly meeting. In addition to questionnaires and the JCC meetings, students in Modern Languages 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 Sub-faculty; and all Classics and Modern Languages students are invited to send comments at any time to any member of the Joint Standing Committee.</p> <p>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.</p> <p>The Humanities Divisional Board and the Educational Standards and Policy Committee organise regular cycles of reviews of all subjects. These reviews examine student take-up and feedback, library provision, the provision of teaching, and any changes to the courses under review that may be desirable. These reports are discussed by the Sub-faculties and Faculty Boards.</p> <p>Each Faculty also has an External Advisory Panel of relevant experts from other universities and from industry, which offers comments on course quality and standards.</p>
15	<p>Regulation of assessment</p> <p>Classification depends on the marks given to the papers in Finals. A student's results in the Modern Languages Preliminary or in Honour Moderations in Classics have no effect on the final class, nor do the informal formative assessments made during the course.</p> <p>The Faculty Boards of Classics and of Modern Languages have joint responsibility for establishing the marking and classification conventions for this School and for ensuring that examiners are appointed. Boards of Examiners, under their elected chairmen, are responsible for setting all papers and marking candidates' scripts. They may also appoint Assessors to assist in the setting and marking of the more specialist 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 rules established by the Board of Examiners.</p> <p>A key role is played in this by the External Examiners. They act as impartial advisers, providing</p>

	<p>the Faculties and the University with informed comment on two major issues:</p> <ol style="list-style-type: none"> 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. <p>External Examiners are expected to report each year in which they act. Their reports are expected to cover the following points:-</p> <ul style="list-style-type: none"> • 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 judgements • 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 • 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 scrutinised by the Faculty Boards and their appropriate committees and 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 QAA subject review for Classics was held in Autumn 2000. The Faculty achieved the highest grade in all six categories of the review (Teaching, Learning and Assessment; Student Progression and Achievement; Student Support and Guidance; Learning Resources; Curriculum Design, Content and Organization; and Quality Assurance and Enhancement).</p> <p>The last independent teaching review (TQA) of the Modern Languages was undertaken in January-February 1996. The Faculty achieved the highest grade in 4 out of 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 Organisation; 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 of Modern Languages in Trinity Term 2008.</p>
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<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>
