### Part A: Subject Component Summary Information

1. **Subject component title:** Basque (without Year Abroad)

2. **Award which the component will contribute to:**
   - ✔ BA (Hons)
   - ☐ BSc (Hons)
   - ☐ Other. Please specify: 

3. **Subject Component type:**
   - ✔ Minor (25%)
   - ☐ Joint (50%)
   - ☐ Major (75%)

4. **Credit:**
   - Credit in year 1 (level 4) 30
   - Credit in year 2 (level 5) 30
   - Credit in year 4 (level 6) 30

5. **Date of first intake:** September 2014

6. **Frequency of intake:** Annually

7. **Duration and mode of study:** 3 years, full time

8. **Applicable framework:** Model for non-clinical first degree programmes

   Framework exemption required:
   - ✔ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

   Date exemption approved by AQSC: N/A

9. **Applicable Ordinance:** Ordinance 37A (General Ordinance for Undergraduate Degrees)
### New/revised Ordinance required:

- No (please go to section 9)
- Yes (please provide a brief summary below)

### Date new/revised Ordinance approved by Council:

N/A

### Faculty:

Faculty of Humanities and Social Sciences

### Level 2 School/Institute:

School of Histories, Languages and Cultures

### Level 1 unit:

Department of Modern Languages and Cultures

### Campus:

Main

### Other contributors from UoL:

N/A

### Teaching other than at UoL:

N/A

### Director of Studies:

Dr Marieke Reithof

### Board of Studies:

School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)

### Board of Examiners:

School of Histories, Languages and Cultures

### External Examiner(s):

- Dr Lourdes Otaegi
  - Associate Professor
  - University of the Basque Country

### Professional, Statutory or Regulatory body:

N/A

### QAA Subject benchmark Statements(s):

Languages, Cultures and Societies (2015)

### Other reference points:

N/A

### Fees:

Standard undergraduate programme fees

### Additional costs to the student:

Reasonable costs such as printing and text books.

### AQSC approval:

N/A

### Part B: Subject Component Aims & Objectives

26. Aims of the subject component
### Aim:

1. To provide students with the skills required for the appropriate use of Basque as a medium for understanding, expression and communication in a variety of personal and professional contexts within the regions where Basque is spoken.

2. To develop in students a sensitive awareness of the similarities and dissimilarities between the cultures and societies where Basque is spoken and their own.

3. To develop in students the appropriate linguistic tools and meta-language to describe and analyse the main features of Basque and in so doing to make them effective and self-aware language learners.

4. To provide students with the transferable skills necessary for postgraduate study or employment, including an opportunity to acquire the ability to use the Basque language accurately and fluently in speech and in writing.

### Learning Outcomes

#### No. Learning outcomes – Bachelor’s Honour’s degree

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire, through the development of productive and receptive skills, the ability to communicate appropriately, fluently and accurately in a number of personal and professional contexts in Basque.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to exploit for a variety of purposes and to contextualise a broad range of materials written and spoken in Basque and to exploit their skills appropriately in a professional context.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Basque and its linguistic conventions, a detailed knowledge and effective understanding of structures, registers and, as appropriate, varieties.</td>
</tr>
<tr>
<td>4</td>
<td>Acquire a detailed knowledge and effective understanding of the linguistic principles required to analyse Basque.</td>
</tr>
<tr>
<td>5</td>
<td>Acquire, through the study of target-language texts and other cultural products, a knowledge and understanding of the cultures and societies in which Basque is spoken.</td>
</tr>
</tbody>
</table>

#### No. Learning outcomes – Bachelor’s Non-Honour’s degree

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire, through the development of productive and receptive skills, the ability to communicate appropriately, in a number of personal and professional contexts in Basque.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to exploit for a variety of purposes and to contextualise a range of materials written and spoken in Basque.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Basque and its linguistic conventions, knowledge</td>
</tr>
</tbody>
</table>
4 Acquire some knowledge and understanding of the linguistic principles required to analyse Basque.

5 Acquire an awareness of the necessary social, cultural and linguistic skills to adapt to a complex cultural milieu.

Learning Outcomes

No. Learning outcomes – Diploma in Higher Education award

1 Acquire, through the development of productive and receptive skills, the ability to communicate appropriately and accurately in a number of personal and professional contexts in Basque.

2 Acquire an ability to exploit and to contextualise a range of materials written and spoken in Basque.

3 Acquire, through the study of Basque and its linguistic conventions, a detailed knowledge and effective understanding of a range of structures, registers and, if appropriate, varieties.

4 Acquire some knowledge and understanding of the linguistic principles required to analyse Basque.

Learning Outcomes

No. Learning outcomes – Certificate in Higher Education award

1 Acquire, through the development of productive and receptive skills, the ability to communicate appropriately and accurately in most everyday contexts in Basque.

2 Acquire an ability to read, understand and contextualise materials written and spoken in standard Basque.

3 Acquire, through the study of Basque and its linguistic conventions, a detailed knowledge and effective understanding of its basic structures and registers.

27a. Mapping of learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HISP110, HISP111</td>
<td>2hr exam; BOGA; oral tests; composition; listening test</td>
<td>7.7, 7.8</td>
</tr>
<tr>
<td>1</td>
<td>HISP212; HISP213; HISP345; HISP346</td>
<td>2hr exam; 2 quizzes (45)</td>
<td>7.7, 7.8</td>
</tr>
</tbody>
</table>
### Honours Select Subject Component

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and Other Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td><strong>Skills and Other Attributes</strong></td>
</tr>
</tbody>
</table>

**No.** | **Skills and attributes:**
--- | ---
1 | **Language skills:** fluent and accurate communication; advanced productive, receptive and mediative skills; business-related skills.
2 | **Language-related skills:** linguistic tools and meta-language; ability to use language reference materials; effective use of language learning opportunities.
3 | **Subject-related skills:** critical engagement and evaluation; recognition of complex contexts; use and evaluation of research resources; use of scholarly language.
4 | **Intercultural awareness:** engagement with other cultures; critical understanding of cultures.
5 | **Cognitive skills:** creative and precise language use; engagement with texts; contextualisation; critical reflection; extraction of key information; presentation of a structured argument; analytical and evaluative thinking.
Honours Select Subject Component

<table>
<thead>
<tr>
<th>No.</th>
<th>Practical employability skills: presentation; independent working; accurate note-taking; use of library resources; use of target language source materials; problem-solving; meeting deadlines; IT skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Interpersonal employability skills: team work diplomacy; initiative; persuasion; intercultural competence.</td>
</tr>
</tbody>
</table>

*Please see attached text for details*

### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HISP110; HISP111</td>
<td>Learning Skills and Employability Skills</td>
<td>2hr exam; BOGA; oral tests; composition; listening test</td>
</tr>
<tr>
<td>1</td>
<td>HISP212; HISP213; HISP345; HISP346</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; 3 coursework assignments (+- 500 words each); 15 minute oral exam</td>
</tr>
<tr>
<td>2</td>
<td>HISP110; HISP111</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; BOGA</td>
</tr>
<tr>
<td>2</td>
<td>HISP212; HISP213; HISP345; HISP346</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; 3 coursework assignments (+- 500 words each); 15 minute oral exam</td>
</tr>
<tr>
<td>3</td>
<td>HISP110; HISP111</td>
<td>Learning Skills and Research Skills</td>
<td>2 hrs exam</td>
</tr>
<tr>
<td>3</td>
<td>HISP212; HISP213; HISP345; HISP346</td>
<td>Learning Skills and Research Skills</td>
<td>2 hrs exam; 3 coursework assignments (+- 500 words each); 15 minute oral exam</td>
</tr>
<tr>
<td>4</td>
<td>HISP110; HISP111</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; BOGA; composition</td>
</tr>
<tr>
<td>4</td>
<td>HISP212; HISP213; HISP345; HISP346</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; 3 coursework assignments (+- 500 words each); 15 minute oral exam</td>
</tr>
<tr>
<td>5</td>
<td>HISP110; HISP111</td>
<td>Learning Skills and Research Skills</td>
<td>2 hrs exam; composition</td>
</tr>
</tbody>
</table>
## Career opportunities:

Studying Basque at 25% will increase students’ employability by adding a very specific asset to their resume that is compulsory for anybody interested in the public job market in the Basque Country. Basque opens the door to students interested in a less competitive job market, where their mother language is highly valued along with Basque. Besides, the specificity of the Basque language and culture makes it an exception within the context of the Western world and thus it has historically become an almost unavoidable field of studies for linguists, anthropologists and political and social scientists.

The Higher Education Statistics Agency consistently records high levels of employment for graduates with languages. The programme produces students who are able to communicate effectively in Basque, to identify and suggest solutions to problems, to absorb and synthesise material from a variety of sources and to be able to construct coherent arguments based on these sources. Students will be equipped for graduate opportunities requiring competence in Basque, breadth of outlook, understanding of other cultures, efficient selection and deployment of information from written sources, critical and evaluative judgements and excellent standards of literacy. Students will be fit for opportunities in employment or further study in the Basque speaking region (France and Spain) or chose among the several institutions worldwide interested in Basque Studies.

### Part C: Entrance Requirements

#### 30. Academic Requirements:
Entrance requirements are those stipulated by the major subject component. Native Basque speakers will not be accepted onto this subject component.

<table>
<thead>
<tr>
<th>31. Work experience:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Other requirements:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Part D: Subject Component Structure**

<table>
<thead>
<tr>
<th>33. Subject Component Structure:</th>
</tr>
</thead>
</table>

**Year 1 – (FHEQ Level 4)**

**Semester 1**
HISP110 - Beginners Basque I *(Mandatory)* (15 credits)

**Semester 2**
HISP111 - Beginners Basque II *(Mandatory)* (15 credits)

**Year 2 – (FHEQ Level 5)**

**Semester 1**
HISP212 - Basque Society, Language and Culture A *(Mandatory)* (15 credits)

**Semester 2**
HISP213 - Basque Society, Language and Culture B *(Mandatory)* (15 credits)

**Year 3 – (FHEQ Level 6)**

**Semester 1**
HISP345 - Modern Basque Language IIIA *(Mandatory)* (15 credits)

**Semester 2**
HISP346 - Modern Basque Language IIIB *(Mandatory)* (15 credits)

<table>
<thead>
<tr>
<th>34. Industrial placement/work placement/year abroad:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Liaison between the Level 2 Schools/Institutes involved:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Part E: Learning, Teaching And Assessment Strategies**
### 36. Learning, Teaching and Assessment Strategies:

The design and delivery of modules in the 50% Hispanic Studies Subject Component is consistently guided by the principles and values set out in the *QAA Benchmarking Statement for Languages, Cultures and Societies (2015)*. Consequently, teaching and learning processes necessarily involve overlap and interaction amongst four ‘complementary dimensions’: the use of the target language; the development of intercultural awareness; the production and dissemination of explicit knowledge of how languages function and change.

Three fundamental sets of skills are being continually practised at appropriate levels in all language modules: the main skills of reception (reading and listening); the main skills of production (speaking and writing), and the particular skills involved in any mediation between languages (translating and interpreting). In addition to these objectives, the programme acknowledges the fact that ‘the study of languages at university level is a multidisciplinary learning process’, guided, to appropriate degrees of detail, by three other highly relevant QAA benchmarking statements: *Linguistics (2015)*, *Area Studies (2008)*, *Communication, Media, Film and Cultural Studies (2008)*.

At all levels the subject component integrates research-led teaching which refers to modes of delivery and study that effectively provide all our undergraduates with research skills that are transferable to a multiplicity of careers while simultaneously constituting a pathway for a small number of undergraduates to learn how to become excellent researchers themselves, to seek admission to postgraduate programmes, and eventually to enter academia as their chosen profession.

It is always our aim and intention to enable each student to move ever closer to near-native competence in their chosen language(s), using small conversation classes of 10-12 on a weekly basis, making good use of staff consultation hours to provide one-to-one support, and actively facilitating autonomous learning through the opportunities for learning offered by a Modern Languages Resource Centre (MLRC). The same student-centred approach is also a hallmark of the delivery of language-based studies where student sensitivities to cultural differences and identities are constantly nurtured along with sensitivities to their use of the English language in seminar discussions and in writing.

In terms of programme structures, Year 1 is a foundational year which provides an essential knowledge-base for understanding subsequent levels of study. The language modules introduce students to university language learning as well as ensuring a consistent starting velocity for all. Previous language-learning experience is not required for students on the 25% Basque subject component so the language modules will include an introduction to the principles of modern language acquisition.

Year 2, develops students’ skills in the Basque language and provides content geared to their practical needs, enhancing intercultural competence.

Final year study builds on skills and knowledge gained in Year 2.

### 36a. Learning, Teaching and Assessment methods:

This section elaborates on specific strategies and methods employed to achieve the learning, teaching, and assessment objectives outlined in 36. It includes details on how the classroom environment supports student engagement, the use of technology in learning, and the assessment procedures designed to measure student progress and understanding.

**Student-centred approach**: The programme employs a student-centred approach where the design of modules and teaching methods are tailored to the needs and development of individual students. This includes flexible learning pathways, the use of formative assessments, and opportunities for self-directed learning.

**Language Learning Environment**: The programme fosters a dynamic learning environment that encourages active participation and intercultural exchange. This is achieved through the use of authentic materials and technology, and the development of a supportive learning community.

**Assessment**: The assessment methods are designed to evaluate not only language proficiency but also critical thinking, problem-solving, and interpersonal skills. This includes a mix of formative and summative assessments, such as presentations, group projects, and written essays.

**Technology Integration**: The integration of technology in teaching is aimed at enhancing the learning experience. This includes the use of digital platforms for collaborative work, online resources for self-study, and the use of educational tools for language practice.

**Feedback Mechanisms**: Effective feedback is a cornerstone of the programme. This includes regular one-to-one feedback sessions, peer feedback, and constructive criticism to help students improve their performance and understanding.
Teaching and learning on this programme are governed by the policies and practices of the School of Histories, Languages and Cultures.

Language teaching combines a variety of exercises designed to develop productive (speaking, writing) and receptive (reading, listening) skills. Oral classes with native language tutors combine structured and less formal activities: for the former each student in turn gives a 10- to 15-minute talk on a topic of his/her choice, which is then followed by a discussion by the whole group; for the latter the tutor uses photocopied or online materials from the Basque Country, video recordings of TV programmes and films to prompt group discussion. Written skills classes involves activities such translations to and from the target languages, reading comprehension, essay writing, linguistic analysis. Tutorials and seminars are aimed at encouraging students to think for themselves, to develop the self-confidence and skills to present and defend ideas in public, and to acquire presentational skills.

Language modules are assessed by a combination of written examinations, course work and oral tests. These various forms of assessment aim to evaluate students’ ability to understand Basque, both written and spoken; to speak and write this language accurately and fluently; to translate to and from this language; to understand how the language works. Oral work in Basque is continuously assessed (a rigorous system of note-keeping ensures recoverability), and there is also an oral examination at the end of all years (recorded for moderation by the External Examiner).

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
• The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort.

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

The marking scale observed by tutors in the Department of Modern Languages and Cultures for "content" course essays and similar written or oral assignments is:

First (1st): 70% or above  
Upper Second (2:1): 60-69%  
Lower Second (2:2): 50-59%  
Third (3rd): 50-49%

**Criteria**

The following descriptions offer only general guidance to criteria used in the awarding of marks and grades for "content" course essays and similar written or oral assignments. Account is also taken of the level of student preparatory input and other relevant factors, including the observance of set word limits. In short, these criteria are neither rigidly nor formulaically applied. Criteria are interpreted by examiners to reflect students' level (1, 2, 3 or other) and their point of progress within that level (i.e. first or second semester).

**First (70%+)**

Work awarded between 70-79% is excellent or at least very good in all respects and shows a predominance of the following criteria. The focus maintained on the exercise or question is sharp throughout, material is presented in a well-integrated and fluent structure, and expression is precise.

The argument shows sophisticated analysis and independence of thought appropriate to the candidate's level. There is clear understanding of the issues and a comprehensive knowledge of the topic, and nearly all aspects are covered.

Syntax, grammar and spelling are accurate, and the use of critical apparatus adheres fully to the School Guidelines. There is substantial evidence both of preparatory reading and the use of primary and secondary material is critical and acute. Sources are acknowledged appropriately. Personal response is imaginative and nuanced.

A piece of work which achieves all the relevant criteria listed in this range will be awarded a mark of 80-89%.

A piece of which achieves all these criteria and which, in addition, is deemed to be of publishable standard in terms of scholarship, originality and contribution to the field will be awarded a mark of 90-100%.

**Upper Second (60-69%)**

Work is good in all respects and shows a predominance of the following criteria. The focus maintained on the exercise or question is relevant throughout, material is presented in a coherent manner, and expression is clear.
The argument shows persuasive analysis and independence of thought appropriate to the candidate's level. Range and aptness of exemplification are good. There is a generally clear understanding of the issues and a detailed knowledge of the topic; most major aspects are covered.

Syntax, grammar and spelling are largely correct, and the use of critical apparatus adheres largely to the School Guidelines. Quotations in the language studied will be generally relevant and accurately transcribed. There is clear evidence of preparatory reading and there is a sound critical grasp of the material. Sources are acknowledged appropriately. Personal response shows some originality.

**Lower Second (50-59%)**

Work is satisfactory in all respects and shows a predominance of the following criteria. Focus is uneven and not maintained consistently on the question. Material lacks coherence and there may be some repetition. Expression sometimes lacks clarity.

The argument is too descriptive and may contain contradictory statements. There is a reasonable understanding of the issues and a sound knowledge of the topic, although lacking in detail. Some significant aspects are inadequately covered or not addressed at all.

Syntax, grammar and spelling contain significant errors, and the use of critical apparatus is inconsistent. There is some evidence both of preparatory reading but the use of material is largely uncritical but sources are acknowledged satisfactorily. Personal response is predictable and unfocussed. An exercise without major weaknesses of this kind may fall into this category if it is unacceptably short and sketchy.

**Third (40-49%)**

Presentation and style are poor. Lack of clarity and relevance of argument. Broadly appropriate, but largely unfocussed and some but limited knowledge.

Much material presented is irrelevant, and the structure is disjointed and/or repetitive. Expression frequently lacks clarity and the argument depends on assertions that are either unfounded and/or contradictory.

Syntax, grammar and spelling are poor, and the use of critical apparatus is inadequate. Little use of background material and/or appropriate evidence. Little evidence of real engagement with the issues. Personal response is unspecific and/or over-predictable.

**Fail (39% and below)**

Work is inadequate in most or all respects.

The argument is mostly irrelevant. Exemplification is entirely or almost entirely irrelevant, extremely perfunctory and inaccurate. Expression is frequently incoherent and the work almost wholly lacking in reasoned, structured argument.

Syntax, grammar and spelling are very poor and critical apparatus absent. No serious attempt is made to engage with the topic, and there is no appreciable evidence of appropriate knowledge.
Part F: Student Representation And Feedback

38. Student representation and feedback:

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc)

The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students whether studying the subject at 100%, 75%, 50% or 25% will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making committees in the School and participation in these settings are welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

Part G: Status Of Professional, Statutory Or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

N/A

Part H: Diversity & Equality Of Opportunity And Widening Participation

38. Diversity & Equality of Opportunity and Widening Participation:

The subject component’s design, structure and content are consistent and Comply with the University’s Diversity and Equal Opportunities Policy (http://www.liv.ac.uk/diversity-and-equality/policies/).

Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.
The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

ANNEX 1

ANNEX OF MODIFICATIONS MADE TO THE SUBJECT COMPONENT

Please complete the table below to record modifications made to the Subject Component.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Change to Director of Studies</td>
<td>Minor</td>
<td></td>
<td></td>
<td>2016/17</td>
</tr>
<tr>
<td>2. Updates to reflect new QAA Benchmark Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. New External Examiner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reformatting of programme structure to list modules by semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Update to Section 30.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Minor formatting changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix: Full List of Subject Skills

Subject-related skills are developed in the programme through the study of the target languages and their structures and through the study of relevant primary and secondary texts. The programme includes the study of language and aspects of linguistic contexts, literature, cultures, history, politics and society. Study of these will lead to the development of analytical, critical and specialist skills.

Language Skills
(1) acquire the ability to communicate fluently and accurately in Basque in a wide range of personal, academic and other contexts. (5.3; 5.4)
(2) demonstrate advanced productive (speaking, writing), receptive (listening, reading) and mediative (translating, interpreting) skills when dealing with a wide range of topics in both formal and informal situations. (5.4)
(3) develop, where appropriate, related skills in the use of Basque such as use of the telephone, email correspondence, giving formal presentations, writing reports etc. (5.5)

Language-related Skills
(4) develop the appropriate linguistic tools and metalanguage to describe and analyse the main features of the Basque languages. (5.8)
(5) acquire the ability to make effective use of language reference materials, such as grammars, standard and specialized dictionaries and corpora, to refine knowledge and understanding of register, nuances of meaning and language use. (5.8)
(6) acquire the ability to identify and make effective use of language learning opportunities as they arise throughout their programme of study. (5.9)

Subject-related Skills
(7) develop an understanding of and an ability to engage critically with the societies and cultures of Basque-speaking countries, also in global contexts. (5.10)
(8) acquire an ability to recognize and think critically about aspects of the cultures and/or societies of Basque-speaking countries studied individually and in relation to each other. (5.11)
(9) acquire an ability to see the relation of texts, and cultural and theoretical practices to one another, even when drawn from different periods and disciplines. (5.11)
(10) acquire the ability to read, use, evaluate and analyse a range of relevant primary and secondary research resources, including internet-based resources, in interpretation and analysis. (5.11)

Intercultural Awareness
11. acquire a critical understanding of cultures and practices other than their own. (5.7)
12. acquire an appreciation of internal diversity and transcultural connectedness (5.7)
13. acquire an ability and willingness to engage with other cultures. (5.7)
14. acquire an ability to appreciate and critically evaluate their own culture. (5.7)

3.2 Generic Skills

The multidisciplinary nature of the programme encourages the development of a wide range of key transferable skills including:

Cognitive Skills
15. an ability to use language creatively and precisely for a range of purposes and audiences. (5.14)
16. an ability to engage with and interpret layers of meaning within texts and other cultural products. (5.14)
17. an ability to contextualise from a variety of perspectives. (5.14)
18. a capacity for critical reflection and judgement in the light of evidence and argument. (5.14)
19. an ability to extract and synthesise key information from written and spoken sources. (5.14)
20. an ability to organise and present ideas within the framework of a structured and reasoned argument. (5.14)
21. an ability to engage in analytical and evaluative thinking. (5.14)
22. development of their analytical and problem-solving skills through the tasks they undertake as part of the programme. (5.14)

Practical Skills
23. the ability to use and present material in written and oral forms in a clear and effective manner. (5.15)
24. the ability to work autonomously, manifested in self-direction, self-discipline, and time management. (5.15)
25. development of their capacity for accurate and effective note-taking and summarising. (5.15)
26. the ability to use library resources effectively for building up secondary sources through the application of bibliographic research skills. (5.15)
27. development of specific techniques, where appropriate, for using target language source materials. (5.15)
28. the ability to write and think under pressure and meet deadlines. (5.15)
29. further development of their IT skills, such as word processing, using email, databases, online environments, and the use of internet as a research and study tool. (5.15)

Interpersonal Skills
30. development of their ability to work creatively and flexibly with others as part of a team. (5.16)
31. development, in relation to the above, of mediating skills and qualities of empathy. (5.16)
32. development of the qualities of self-reliance, initiative, adaptability and flexibility. (5.16)
33. development of interpersonal skills of effective listening, negotiating, persuasion, and presentation. (5.16)
34. development of an evolving sense of intercultural competence, where this is understood as a general ability to display culture-specific social skills. (5.16)