# Subject Component Specification

Applicable to all Honours Select Subject Components

Please click [here](#) for guidance on completing this specification template.

## Part A: Subject Component Summary Information

1. **Subject component title:** Chinese

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
   - Year Abroad: 120
   - Credit in year 3 (level 6): 30

5. **Date of first intake:** September 2015

6. **Frequency of intake:** Annually

7. **Duration and mode of study:** 4 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
<table>
<thead>
<tr>
<th>Section</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td><strong>Applicable Ordinance:</strong> 37 (A) General ordinance for undergraduate programmes.</td>
</tr>
<tr>
<td></td>
<td><strong>New/revised Ordinance required:</strong> No (please go to section 9)</td>
</tr>
<tr>
<td></td>
<td><strong>Yes</strong> (please provide a brief summary below)</td>
</tr>
<tr>
<td></td>
<td><strong>Date new/revised Ordinance approved by Council:</strong> N/A</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Faculty:</strong> Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td>11.</td>
<td><strong>Level 2 School/Institute:</strong> School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td>12.</td>
<td><strong>Level 1 unit:</strong> Department of Modern Languages and Cultures</td>
</tr>
<tr>
<td>13.</td>
<td><strong>Campus:</strong> Main Campus (with Third Year abroad)</td>
</tr>
<tr>
<td>14.</td>
<td><strong>Other contributors from UoL:</strong> Not applicable</td>
</tr>
<tr>
<td>15.</td>
<td><strong>Teaching other than at UoL:</strong> XJTLU: our partner university in China for Year Abroad</td>
</tr>
<tr>
<td>16.</td>
<td><strong>Director of Studies:</strong> Dr Lingzhi Gu</td>
</tr>
<tr>
<td>17.</td>
<td><strong>Board of Studies:</strong> School of Histories, Languages and Cultures AQSC</td>
</tr>
<tr>
<td>18.</td>
<td><strong>Board of Examiners:</strong> School of Histories, Languages and Cultures</td>
</tr>
</tbody>
</table>
| 19.     | **External Examiner(s):** Dr. Dongning FENG  
SOAS, University of London  
Senior Lecturer |
| 20.     | **Professional, Statutory or Regulatory body:** Not applicable |
| 21.     | **QAA Subject benchmark Statements(s):** Languages and Related Studies (2007) |
| 22.     | **Other reference points:** Not applicable |
| 23.     | **Fees:** Standard undergraduate programme fees |
| 24.     | **Additional costs to the student:** Travel costs associated with year abroad |
| 25.     | **AQSC approval:** 5th June 2015 |

**Part B: Subject Component Aims & Objectives**
26. **Aims of the subject component**

This subject component aims to provide students with competence in reading, writing, listening and speaking Chinese, with cultural sensitivity and awareness, as well as transferable skills necessary for employment or postgraduate study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To provide students with the skills required for the appropriate use of Chinese as a medium for understanding, expression and communication in a variety of personal and professional contexts within the countries or areas where Chinese is spoken.</td>
</tr>
<tr>
<td>2</td>
<td>To develop in students a sensitive awareness of the similarities and dissimilarities between the cultures and societies where Chinese is spoken and their own.</td>
</tr>
<tr>
<td>3</td>
<td>To develop in students the appropriate linguistic tools and meta-language to describe and analyse the main features of Chinese and in so doing to make them effective and self-aware language learners, as well as independent language learners.</td>
</tr>
<tr>
<td>4</td>
<td>To provide students with the transferable skills necessary for employment or postgraduate study, including an opportunity to acquire the ability to use Chinese accurately and fluently.</td>
</tr>
</tbody>
</table>

27. **Learning Outcomes**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Bachelor’s Honour’s degree</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 Chinese.</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 Chinese and to exploit their skills appropriately in a professional context.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Chinese and its linguistic conventions, a detailed knowledge and effective understanding of a range 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 Chinese.</td>
</tr>
<tr>
<td>5</td>
<td>Acquire the necessary social, cultural and linguistic skills to adapt to a complex cultural milieu and to live and work independently in China or a Chinese-speaking country/region.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Bachelor’s Non-Honour’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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 Chinese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to exploit and to contextualise a range of materials written and spoken in Chinese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Chinese and its linguistic conventions, a detailed knowledge and an understanding of a range of structures, registers and, if appropriate, varieties.</td>
</tr>
<tr>
<td>4</td>
<td>Acquire some knowledge and understanding of the linguistic principles required to analyse Chinese.</td>
</tr>
</tbody>
</table>
5 Acquire an awareness of the necessary social, cultural and linguistic skills to adapt to a complex cultural milieu and to live and work independently in China or Chinese-speaking country/region.

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 some personal and professional contexts in Chinese.
2 Acquire an ability to use and to contextualise a range of materials written and spoken in Chinese.
3 Acquire, through the study of Chinese and its linguistic conventions, a broad knowledge and an understanding of a range of structures, registers and, if appropriate, varieties.
4 Acquire some knowledge and understanding of the linguistic principles required to analyse Chinese.

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 everyday contexts in Chinese.
2 Acquire an ability to understand and contextualise basic materials written and spoken in standard Chinese.
3 Acquire, through the study of Chinese and its linguistic conventions, a broad 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>MODL114; MODL115; MODL208; MODL209; MODL308; MODL309</td>
<td>2hr exam; 3 coursework assignments; 1 practical assessment</td>
<td>7.16</td>
</tr>
<tr>
<td>1</td>
<td>MODL225 China S1; MODL226 China S2</td>
<td>assessed by the partner university</td>
<td>7.16</td>
</tr>
<tr>
<td>2</td>
<td>MODL114; MODL115; MODL208; MODL209; MODL308; MODL309</td>
<td>2hr exam; 3 coursework assignments; 1 practical assessment</td>
<td>7.16</td>
</tr>
<tr>
<td>2</td>
<td>MODL225 China S1; MODL226 China S2</td>
<td>assessed by the partner university</td>
<td>7.16</td>
</tr>
<tr>
<td>3</td>
<td>MODL114; MODL115; MODL208; MODL209; MODL308; MODL309</td>
<td>2hr exam; 3 coursework assignments; 1 practical assessment</td>
<td>7.18</td>
</tr>
</tbody>
</table>
### 28. Skills and Other Attributes

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Language skills:</strong> fluent and accurate communication; advanced productive, receptive and mediative skills; business-related skills. This will be particularly enhanced by the Year Abroad.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Language-related skills:</strong> linguistic tools and metalanguage; ability to use language reference materials; effective use of language learning opportunities.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Subject-related skills:</strong> critical engagement and evaluation; recognition of complex contexts; use and evaluation of research resources; use of scholarly language.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Intercultural awareness:</strong> engagement with other cultures; critical understanding of cultures. This will be particularly enhanced by the Year Abroad.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Cognitive skills:</strong> creative and precise language use; engagement with texts; contextualisation; critical reflection; extraction of key information; presentation of a structured argument; analytical and evaluative thinking.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Practical employability skills:</strong> presentation; independent working; accurate note-taking; use of library resources; use of target language source materials; problem-solving; meeting deadlines; IT skills.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Interpersonal employability skills:</strong> team work diplomacy; initiative; persuasion; intercultural competence; ability to function in an unfamiliar environment (Year Abroad)</td>
</tr>
</tbody>
</table>

#### 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>MODL114; MODL115; MODL208; MODL209; MODL308; MODL309</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; 3 coursework assignments; 1 practical assessment</td>
</tr>
<tr>
<td>1</td>
<td>MODL225 China S1; MODL226 China S2</td>
<td>Learning Skills and Employability Skills</td>
<td>assessed by the partner university</td>
</tr>
<tr>
<td>2</td>
<td>MODL114; MODL115; MODL208; MODL209; MODL308; MODL309</td>
<td>Learning Skills and Employability Skills</td>
<td>2 hrs exam; 3 coursework assignments; 1 practical assessment</td>
</tr>
</tbody>
</table>
### Career opportunities:

Studying Chinese at 25% will supplement a student’s employability by offering a wider range of possibilities. The Higher Education Statistics Agency consistently records high levels of employment for graduates with languages. The subject component produces students who are able to communicate effectively in Chinese and English, 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 Chinese, 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 China, Singapore or Chinese-speaking areas and involving intercultural skills. The Year Abroad enhances the students’ abilities to communicate in Chinese and it deepens their intercultural competence, as well as equips students with qualities of self-reliance and independence.

### Part C: Entrance Requirements

30. **Academic Requirements:**

   For major/ minor combinations, the entry requirements for the Major subject will apply. For example, if the major subject asked for ABB at A level and the minor subject required AAA, the entry requirements would be ABB. The subject specific requirements for the major subject must also be met. Generally, students are not required to achieve subject specific entry requirements for their chosen minor.

31. **Work experience:**

   Not applicable

32. **Other requirements:**

   Not applicable

### Part D: Subject Component Structure

33. **Subject Component Structure:**

   **Year 1** (FHEQ Level 4)
   
   **Semester 1**
   MODL114 Beginners’ Chinese IA (15 credits) (mandatory)
   
   **Semester 2**
   MODL115 Beginners’ Chinese IB (15 credits) (mandatory)
   
   **Year 2** (FHEQ Level 5)
   
   **Semester 1**
   MODL208 Chinese IIA (15 credits) (mandatory)
   
   **Semester 2**
   MODL209 Chinese IIB (15 credits) (mandatory)
   
   **Year 3** Year Abroad
   
   MODL225 China S1
   MODL226 China S2
### Year 4 (FHEQ Level 6)

#### Semester 1

MODL308 Chinese IIIA (15 credits) (mandatory)

#### Semester 2

MODL309 Chinese IIIB (15 credits) (mandatory)

### 34. Industrial placement/work placement/year abroad:

The subject component available to students who will spend their third year of study abroad is a placement at XJTLU in China.

The MLC lecturer in Chinese acts as the Chinese Year Abroad Co-ordinator and provides help and guidance to UoL students on any aspect of the year abroad at the partner university. Students on MODL225 and MODL226 will fill in a Learning Agreement before the start of each semester on which they formally register at the partner university for at least 4 different modules per semester. This equals a maximum workload of 15 contact hours per week or less. The Chinese Year Abroad Co-ordinator in MLC provides advice on the suitability of modules for the students. At the end of the semester, students are required to submit the marks achieved at the partner university to the UoL as soon as feasible and no later than by the Friday of the second week of August.

### 35. Liaison between the Level 2 Schools/Institutes involved:

Not applicable

### Part E: Learning, Teaching And Assessment Strategies

#### 36. Learning, Teaching and Assessment Strategies:

The design and delivery of modules in the 25% Chinese subject component is consistently guided by the principles and values set out in the QAA Benchmarking Statement for Languages and Related Studies (2007). 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 (writing and speaking), and the particular skills involved in any mediation between languages (translating and interpreting). In addition to these objectives, the subject component 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 (2007), 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 training 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 advanced competence in Chinese language, offering highly-interactive and creative classes, providing step-by-step guidance on how to understand and write Chinese characters stroke by stroke, building up students’ knowledge and understanding of traditional and contemporary Chinese society and culture on the basis of themed language classes, helping students to engage in extra-curricular activities, 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.

Assessment includes coursework and final examinations. Both continuous assessment and final examinations take different forms of written, translation, listening and speaking tests.

In terms of subject component structures, Level 4 is a foundational year which provides an essential knowledge-base for subsequent years. The modules introduce students to university language learning as well as assuring a consistent starting velocity for all. Level 5 develops students’ skills in Chinese and allows them to consolidate and expand their interests in the thematic aspects of Chinese culture. In addition to consolidating the subject knowledge and skills acquired in Year 1, the modules in Year 2 prepare students for the third year spent in China.

The Year Abroad in Year 3 contributes greatly to students’ personal development and intercultural competence as well as affording them the chance to improve their proficiency in the language and to immerse them in a Chinese-speaking environment. Depending on their pathway the assessment of the Year Abroad will emphasise different aspects of that development.

Final year (level 6) study builds on skills and knowledge gained in Year 2 and consolidated through further study or vocational experience abroad in Year 3. It further widens the intellectual horizons of students and consolidates their language skills.

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

Teaching and learning on this subject component are governed by the policies and procedures 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.
The written language will be taught to help students build vocabulary and develop skills in reading and writing. The written language teaching will take the form of explanation, handwriting demonstration, discussion and practice.

The grammar teaching will take the form of explanations of language functions and subsequent practice including pattern drills, sentence making, translation/interpreting and reading comprehension.

To develop speaking and listening skills, students will do role-play, describe pictures, tell stories, listen to CDs, and watch DVDs or online video clips on a specific topic or language functions. These seminars are aimed at encouraging students to develop presentation skills and self-confidence.

These classes are designed to foster the development of “integrated skills”; that is, students are to work on all the four skills in class: reading, writing, listening and speaking.

Language courses are assessed by a combination of written examinations and coursework. Both continuous assessment and final assessment take different forms of written, translation, listening and speaking tests. These various forms of assessment aim to evaluate students’ ability to understand Chinese, 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. Listening and speaking are continuously assessed, and there is also a listening/oral examination at the end of all years.

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.

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 (4, 5, 6 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.

**The External Examiner**

External Examiners are responsible for ensuring that awards made by the
University of Liverpool are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom. More information about external examiners is in the University’s Code of Practice on the External Examiner System at Appendix H to the Code of Practice on Assessment (see above).

**Board of Examiners**

Boards of Examiners are conducted in accordance with the University’s Code of Practice on Assessment (see above).

**Terms of Reference and Constitution**

- The function of the Board is to be responsible to Senate for the determination of the results of examinations and the assessment and classification of candidates for their degrees.
- Meetings are governed by the relevant provisions of the Code of Practice on Assessment and references therein to the Ordinances and Regulations.

The Board will follow the University of Liverpool’s System for the Classification of Modular 4-year Undergraduate Degrees.

- Where a candidate’s performance has been affected by illness or other special circumstances, the Board will be empowered to take the recommendations of the School’s Mitigating Circumstances Committee into account.
- Members of the Board must declare any personal interest, involvement or relationship with the candidate being assessed.
- The external examiners will be members of the Board on the terms set out in the Code of Practice on Assessment. They will assist in reaching decisions, taking account of the current scheme for the classification of degrees and the requirements that standards be maintained and that the process is fair and equitable as between candidates.

**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](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 conform 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:
   Not applicable

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 compliant with the University’s commitment to diversity and equality of opportunity.

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>Name change from Mandarin to Chinese. Students have been consulted and their responses appended to the proposal form.</td>
<td>Minor</td>
<td></td>
<td></td>
<td>2014/15 and subsequent</td>
</tr>
</tbody>
</table>