## 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:** Portuguese (25%) (without Year Abroad)

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

3. **Subject Component type:**
   - [x] 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 3 (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:**
   - [x] No (please go to section 9)
   - [ ] Yes (please provide a brief summary below)
   - N/A

9. **Applicable Ordinance:** Ordinance 37A (general ordinance for undergraduate degrees)

   **Date exemption approved by AQSC:** N/A
New/revised Ordinance required: □ Yes (please provide a brief summary below) ☑ No (please go to section 9)

Date new/revised Ordinance approved by Council: N/A

10. Faculty:
   Faculty of Humanities and Social Sciences

11: Level 2 School/Institute:
   School of Histories, Languages and Cultures

12. Level 1 unit:
   Department of Modern Languages and Cultures

13. Campus:
   Liverpool

14. Other contributors from UoL:
   N/A

15: Teaching other than at UoL:
   N/A

16: Director of Studies:
   Dr Lyn Marven

17: Board of Studies:
   School of Histories, Languages and Cultures
   (Academic Quality and Standards Sub-Committee)

18: Board of Examiners:
   School of Histories, Languages and Cultures

19. External Examiner(s):
   Name
   Dr Antonio Da Silva
   Institution
   Language Co-ordinator
   Position
   University of Kent

20. Professional, Statutory or Regulatory body:
   N/A

21: QAA Subject benchmark Statements(s):
   Languages, Cultures and Societies (2015)

22. Other reference points:
   N/A

23. Fees:
   Standard undergraduate programme fees

24. Additional costs to the student:
   Reasonable costs such as printing and text books.

25: AQSC approval:

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 Portuguese as a medium for understanding, expression and communication in a variety of personal and professional contexts within the countries where Portuguese is spoken.

2. To develop in students a sensitive awareness of the similarities and dissimilarities between the cultures and societies where Portuguese 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 Portuguese 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 Portuguese language accurately and fluently in speech and in writing (A Level pathway only).

### Learning Outcomes – A Level pathway

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

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 Portuguese.

2. Acquire an ability to exploit for a variety of purposes and to contextualise a range of materials written and spoken in Portuguese and to exploit their skills appropriately in a professional context.

3. Acquire, through the study of Portuguese and its linguistic conventions, good knowledge and understanding of structures, registers and, as appropriate, varieties.

4. Acquire good knowledge and understanding of the linguistic principles required to analyse Portuguese.

#### Learning Outcomes – A Level pathway

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

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

2. Acquire an ability to exploit for a variety of purposes and to contextualise a range of materials written and spoken in Portuguese.

3. Acquire, through the study of Portuguese and its linguistic conventions, knowledge and understanding of structures, registers and, as appropriate, varieties.
### Learning Outcomes – A Level pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Diploma in Higher Education award</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 some personal and professional contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to exploit and to contextualise a range of materials written in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some knowledge and effective understanding of structures, registers and, as appropriate, varieties.</td>
</tr>
<tr>
<td>4</td>
<td>Acquire some knowledge and understanding of the linguistic principles required to analyse the Portuguese language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Certificate in Higher Education award</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 most everyday contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to read, understand and contextualise certain basic materials written and spoken in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some knowledge and understanding of its basic structures and registers and, as appropriate, varieties.</td>
</tr>
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<td>4</td>
<td>Acquire basic knowledge of the linguistic principles required to analyse the Portuguese language.</td>
</tr>
</tbody>
</table>

### Learning Outcomes – GCSE pathway (from 2018)

<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 and accurately in some personal and professional contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to exploit and to contextualise a range of materials written in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some knowledge and effective understanding of structures, registers and, as appropriate, varieties.</td>
</tr>
</tbody>
</table>
### Learning Outcomes – GCSE pathway (from 2018)

<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 some personal and professional contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to exploit and to contextualise some materials written in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some knowledge and understanding of structures, registers and, as appropriate, varieties.</td>
</tr>
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<td>4</td>
<td>Acquire some knowledge and basic understanding of the linguistic principles required to analyse the Portuguese language.</td>
</tr>
</tbody>
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<tr>
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<tr>
<td>1</td>
<td>Acquire, through the development of productive and receptive skills, the ability to communicate appropriately and accurately in most everyday contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to read, understand and contextualise a range of basic materials written and spoken in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some knowledge and understanding of its basic structures and registers and, as appropriate, varieties.</td>
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<tr>
<td>4</td>
<td>Acquire basic knowledge of the linguistic principles required to analyse the Portuguese language.</td>
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</tbody>
</table>

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<th>Learning outcomes – Certificate in Higher Education award</th>
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<tbody>
<tr>
<td>1</td>
<td>Acquire, through the development of productive and receptive skills, some ability to communicate in everyday contexts in Portuguese.</td>
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<tr>
<td>2</td>
<td>Acquire an ability to read, understand and contextualise some basic materials written and spoken in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some understanding of its basic structures and registers and, as appropriate, varieties.</td>
</tr>
<tr>
<td>No.</td>
<td>Learning outcomes – Bachelor’s Honour’s degree</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------</td>
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<td>1</td>
<td>Acquire, through the development of productive and receptive skills, the ability to communicate appropriately and accurately in most everyday contexts in Portuguese.</td>
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<td>2</td>
<td>Acquire an ability to read, understand and contextualise a range of basic materials written and spoken in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some knowledge and understanding of its basic structures and registers and, as appropriate, varieties.</td>
</tr>
<tr>
<td>4</td>
<td>Acquire basic knowledge of the linguistic principles required to analyse the Portuguese language.</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 with a reasonable degree of accuracy in most everyday contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to read, understand and contextualise a small range of basic materials written and spoken in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some limited knowledge and understanding of its basic structures and registers and, as appropriate, varieties.</td>
</tr>
<tr>
<td>4</td>
<td>Acquire basic knowledge of some of the linguistic principles required to analyse the Portuguese language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Diploma in Higher Education award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire, through the development of productive and receptive skills, some ability to communicate in everyday contexts in Portuguese.</td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to read, understand and contextualise some basic materials written and spoken in Portuguese.</td>
</tr>
<tr>
<td>3</td>
<td>Acquire, through the study of Portuguese and its linguistic conventions, some understanding of its basic structures and registers and, as appropriate, varieties.</td>
</tr>
</tbody>
</table>
4 Acquire some ability to analyse the Portuguese language.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Beginners’ pathway</th>
<th>Learning outcomes – Certificate in Higher Education award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire, through the development of productive and receptive skills, some ability to communicate at a simple level in everyday contexts in Portuguese.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acquire an ability to read and understand some basic materials written and spoken in Portuguese.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Acquire some understanding of the basic structures and registers of Portuguese.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Acquire a basic ability to analyse the Portuguese language.</td>
<td></td>
</tr>
</tbody>
</table>

**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>All modules</td>
<td>Coursework, practical assessment (e.g. oral examination or listening test), written examination</td>
<td>7.7</td>
</tr>
<tr>
<td>2</td>
<td>All modules</td>
<td>Coursework, practical assessment (e.g. oral examination or listening test), written examination</td>
<td>7.7</td>
</tr>
<tr>
<td>3</td>
<td>All modules</td>
<td>Coursework, practical assessment (e.g. oral examination or listening test), written examination</td>
<td>7.10</td>
</tr>
<tr>
<td>4</td>
<td>All modules</td>
<td>Coursework, practical assessment (e.g. oral examination or listening test), written examination</td>
<td>7.10</td>
</tr>
</tbody>
</table>

**28. Skills and Other Attributes**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
</table>
1. Language skills: fluent and accurate communication; advanced productive, receptive and mediative skills; business-related skills.

2. Language-related skills: linguistic tools and metalanguage; 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.

6. 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.

7. Interpersonal employability skills: team work, diplomacy; initiative; persuasion; intercultural competence.

28a. Mapping of skills and other attributes:

| Skills and other attributes No. | Module(s) in which this will be delivered and assessed | Learning skills, research skills, employability skills | Mode of assessing achievement of the skill or other attribute |
|--------------------------------|----------------------------------------------------|------------------------------------------------====|----------------------------------------------------------|
| 1                              | All modules                                        | Learning Skills and Employability Skills            | Coursework, practical assessment (e.g. oral examination or listening test), written examination |
| 2                              | All modules                                        | Learning Skills and Employability Skills            | Coursework, practical assessment (e.g. oral examination or listening test), written examination |
| 3                              | All modules                                        | Learning Skills and Research Skills                 | Coursework, practical assessment (e.g. oral examination or listening test), written examination |
| 4                              | All modules                                        | Learning Skills and Research Skills                 | Coursework, practical assessment (e.g. oral examination or listening test), written examination |
29. **Career opportunities:**

Studying Portuguese 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, and the employability of graduates in Portuguese is very good. The programme produces students who are able to communicate effectively in Portuguese 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 who follow the A Level pathway will be equipped for graduate opportunities requiring competence in Portuguese, 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 who follow the A Level pathway will be fit for opportunities in employment or further study in Portuguese-speaking countries and involving intercultural skills.

### Part C: Entrance Requirements

#### 30. **Academic Requirements:**

Entrance requirements are those stipulated for the major subject component.

For students wishing to follow the A Level pathway an A Level or equivalent in Portuguese is required; for students wishing to follow the GCSE pathway, a GCSE in Portuguese is required.

Native Portuguese speakers will not be accepted on the Portuguese minor subject component.
### Part D: Subject Component Structure

#### 33. Subject Component Structure:

<table>
<thead>
<tr>
<th>Year 1 – (FHEQ Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
</tbody>
</table>
| PORT101 – Beginners Portuguese 1 (15 credits) *(Mandatory)*  
OR PORT103 – Intermediate Portuguese 3 (15 credits) *(Mandatory)* *(from 2018 only)*  
OR PORT105 – Advanced Portuguese 5 (15 credits) *(Mandatory)*  |
| **Semester 2**          |
| PORT102 – Beginners Portuguese 2 (15 credits) *(Mandatory)*  
OR PORT104 – Intermediate Portuguese 4 (15 credits) *(Mandatory)* *(from 2018 only)*  
OR PORT106 – Advanced Portuguese 6 (15 credits) *(Mandatory)*  |

- Students with A Level Portuguese or equivalent should normally take PORT105 and PORT106.
- Students with GCSE Portuguese or equivalent should normally take PORT103 and PORT104 *(from 2018 only)*.
- Students with no previous experience of learning Portuguese should normally take PORT101 and PORT102.

<table>
<thead>
<tr>
<th>Year 2 – (FHEQ Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
</tbody>
</table>
| PORT203 – Intermediate Portuguese 3 (15 credits) *(Mandatory)*  
OR PORT205 – Advanced Portuguese 5 (15 credits) *(Mandatory)* *(from 2019 only)*  
OR PORT207 – Advanced Portuguese 7 (15 credits) *(Mandatory)*  |
| **Semester 2**          |
| PORT204 – Intermediate Portuguese 4 (15 credits) *(Mandatory)*  
OR PORT206 – Advanced Portuguese 6 (15 credits) *(Mandatory)* *(from 2019 only)*  
OR PORT208 – Advanced Portuguese 8 (15 credits) *(Mandatory)*  |

- Languages modules should continue from those taken in Year 1 i.e. students who took PORT101 and 102 should take PORT203 and 204; students who took PORT103 and 104 should take PORT205 and 206 *(from 2019 only)*.
2019 only); students who took PORT105 and 106 should take PORT207 and 208.

**Year 3 – (FHEQ Level 5)**

**Semester 1**
- PORT305 – Advanced Portuguese 5 (15 credits) *(Mandatory)*
- OR
- PORT307 – Advanced Portuguese 7 (15 credits) *(Mandatory) (from 2020 only)*
- OR
- PORT309 – Advanced Portuguese 9 (15 credits) *(Mandatory)*

**Semester 2**
- PORT306 – Advanced Portuguese 6 (15 credits) *(Mandatory)*
- OR
- PORT308 – Advanced Portuguese 8 (15 credits) *(Mandatory) (from 2020 only)*
- OR
- PORT310 – Advanced Portuguese 10 (15 credits) *(Mandatory)*

Languages modules should continue from those taken in Year 2 i.e. students who took PORT203 and 204 should take PORT305 and 306; students who took PORT205 and 206 should take PORT307 and 308 (from 2020 only); students who took PORT207 and 208 should take PORT309 and 310.

<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 25% Portuguese 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...

At all levels the subject component integrates research-led teaching. There is research-oriented 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 student on the A Level pathway 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. Students following the GCSE or Beginners’ pathway will develop towards improved competence.

In terms of programme structures, Year 1 is a foundational year which provides an essential knowledge-base for understanding subsequent levels. The language modules introduce students to university language learning as well as assuring a consistent foundation for further learning for all students. Support for independent language learning takes place throughout the degree programme although students are not expected to attain the same level as those on the 50-75-100% subject components. Year 2 develops students’ skills in the Portuguese language in addition to offering content geared to their practical needs, enhancing intercultural competence.

Final year study builds on skills and knowledge gained in Year 2, at an appropriate level for each pathway.

36a. Learning, Teaching and Assessment methods:

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. The methodological approach combines face-to-face classroom methods with modern computer-mediated activities. In all face-to-face sessions the focus is on the development of the four skills (reading, writing, listening and speaking). Classes will include a wide range of written exercises in grammar, reading comprehension, translation, and composition, supplied by the tutor in photocopied form and/or VITAL. There will also be exercises to cover the oral dimension of the language. Autonomous language learning work will be supervised by the tutor. To foster a reflective approach to learning students are encouraged to compile a reflective learning journal and discuss progress at tutorials. Also individual meetings with the tutor will give the students the opportunity to further develop their pronunciation and fluency in Portuguese. 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 courses are assessed by a combination of written examinations, course work and oral tests, as appropriate for the different levels and pathways. These various forms of assessment aim to evaluate students’ ability to understand Portuguese, 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 Portuguese 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 (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.
Honours Select Subject Component

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% (with or without the Year Abroad) 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>Change of Director of Studies. Programme structure revised to include 3 pathways based on students’ language entry point. Learning outcomes revised as these will differ depending on the pathway chosen. Module coding to align with Languages at Liverpool strategy. Minor formatting and typographical corrections.</td>
<td>Revalidation</td>
<td></td>
<td></td>
<td>2017/18</td>
</tr>
</tbody>
</table>