

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Spanish, Portuguese, and Latin American Studies
5	UCAS/Programme Code	RT47
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Languages, Cultures and Societies
8	FHEQ Level	6
9	Last updated	May 2024

10 Programme Aims

1. To foster intercultural awareness and understanding, and an attitude of curiosity and openness towards different cultures.
2. To provide students with knowledge and skills that prepare them for further intellectual development and further independent study.
3. To provide a flexible programme of study through variety of student choice in modules in Modern Languages within an informed advisory framework.
4. To give students the opportunity to spend time studying or working in a Spanish and/or Portuguese speaking country.
5. To develop proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in Spanish and Portuguese.
6. To satisfy the requirements of a Level 6 programme as set out in the FHEQ and the requirements of the relevant QAA benchmark statements, as well as University policies.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Spanish, Portuguese and Latin American Studies.

Knowledge and Understanding

On completing the programme students should have a knowledge and understanding of:

- A1 The lexis, grammatical structures, registers and usage of Spanish language to BA Honours degree standard and Portuguese where chosen at Stages 3-4, to ALTE Level four
- A2 Aspects of the history, society, culture and linguistic development of Spanish and Portuguese speaking countries
- A3 Certain areas of specialist study, according to module selection, in cultural studies, film, history, language, linguistics, literary studies and politics
- A4 The internal diversity and connections between cultures

A5 (For students opting to write a dissertation) a topic studied in-depth and independently.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding of the modern languages (A1) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction. In the case of A2-A3, knowledge and understanding are generally conveyed through lectures and seminars which guide students towards independent reading and enable them to self-assess and develop their learning through group discussion, take-home tasks; guided self-teaching activities; e-mail discussion and e-mail based group working; the preparation of presentations and/or reports. A4 is developed initially within the communicative language training framework and is further enhanced during the students' year abroad. In A5 (optional dissertation) one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills.

Assessment Strategy

Knowledge and understanding of the modern language (A1) is assessed by written continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations. Outcomes A2-3 are assessed by essay and/or unseen written examination, oral presentation & video presentation (requiring independent, critical analysis and application of intellectual models, principles and theories). Outcome A4 is assessed during the year abroad by an ePortfolio and in some cases a work placement report. Outcome A5 is assessed by a 5-6000 word dissertation.

Intellectual Skills

On completing the programme students should be able to:

- B1 Gather, synthesise and evaluate information
- B2 Undertake independent, critical analysis
- B3 Organise and present ideas within the framework of a structured and reasoned argument, oral or written
- B4 Apply appropriate methodologies to specialist areas of study
- B5 (For those who choose to write a dissertation), design a research project and select and employ appropriate research methodologies

Teaching and Learning Methods

B1-4 skills are developed through seminar preparation and presentation, group discussion and written assignments. B5 is developed through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

Assessment Strategy

B1-4 are assessed by means of course work (e.g. essays, oral presentations,) and unseen written examinations. They are also assessed as part of oral examinations. They may also be assessed by dissertation.

Practical Skills

On completing the programme students should be able to:

- C1 Show receptive (reading and listening) and productive (writing and speaking) skills in Spanish to BA Honours degree standard and in Portuguese, if taken in Stage 4, to ALTE level four
- C2 Perform a range of communicative tasks
- C3 Translate non-technical texts from and into the target language, develop competent liaison interpreting skills (in Spanish)
- C4 Make effective use of language reference materials, such as grammars, dictionaries and corpora
- C5 Practice independent language learning

Teaching and Learning Methods

Learning outcomes C1-2 are achieved via communicative, student-centred skills training (e.g. developing and practising reading skills, enhancing listening skills through language laboratory work, liaison interpreting, analysing and practising different writing skills, and conducting oral discussion and presentation, both individually and as part of a team), and formal grammar instruction (e.g. guided study, exercises, and use of IT resources). C1-2 skills may be further enhanced by delivery of specified modules in the target language. These skills are developed and consolidated during the year abroad. C3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language, working in the modern language. C4-5 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

Assessment Strategy

C1-3 are assessed by written continuous assessment and class tests (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting skills). Skills C4 and C5 are not formally assessed

Transferable/Key Skills

- On completing the programme students should be able to:
- D1 Communicate clearly and effectively, both orally and in writing
 - D2 Give oral presentations
 - D3 Manage one's time, make plans and set priorities in order to achieve an objective
 - D4 Work creatively and flexibly with others as part of a team, and, in the case of the Year Abroad Work Placement Report, the ability to conduct an effective interview
 - D5 Adapt and operate effectively within a different cultural environment
 - D6 Use library and bibliographic research resources
 - D7 Analyse and solve problems
 - D8 Use IT effectively, such as word processing, email, databases, online environments and the use of the Internet as a research and study tool

Teaching and Learning Methods

Learning outcomes C1-2 are achieved via communicative, student-centred skills training (e.g. developing and practising reading skills, enhancing listening skills through language laboratory work, liaison interpreting, analysing and practising different writing skills, and conducting oral discussion and presentation, both individually and as part of a team), and formal grammar instruction (e.g. guided study, exercises, and use of IT resources). C1-2 skills may be further enhanced by delivery of specified modules in the target language. These skills are developed and consolidated during the year abroad. C3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language, working in the modern language. C4-5 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

Assessment Strategy

C1-3 are assessed by written continuous assessment and class tests (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting skills). Skills C4 and C5 are not formally assessed.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time based on 30 weeks attendance per annum. Stages 1, 2 and 4 of the programme are spent in residence attending Newcastle University; Stage 3 is an intercalary year during which students attend university or work in a Spanish and/or Portuguese-speaking country. Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger modules are proportionately heavier in their work content. All modules at Stages 1, 2 and 4 are generally 20 credits in weight. Modules undertaken during the intercalary year are Year Abroad ePortfolio (100 credits) and Year Abroad Work Placement Report or Study Abroad (20 credits).

In each of Stages 1, 2 and 4, students are required to study 20 credits of practical language in Spanish and in Stages 1 and 2 also in Portuguese; at stage 1 the 20 credit language module in Spanish is core. In addition to the compulsory practical language module, students must take further modules to bring their credit weighting up to a total of 120 credits at Stages 1, 2 and 4. These modules are chosen from the range of modules offered at the appropriate stage in that particular year in the School of Modern Languages.

Language modules are conducted mainly in the foreign language; optional modules are taught in a combination of Spanish/Portuguese and English, varying from module to module and from year to year. The range of options includes those that are language specific and provided by the relevant constituent sections of the School of Modern Languages and those that are open to all students of modern languages and are provided by colleagues across the School.

At Stage 1, students develop the language skills of reading, writing, listening and speaking; these modules also provide knowledge and understanding of the target language and its cultural context as well as the foundations of subject-specific skills (outcome A1, 2, & 4, C1-5). Students choose additional credits from a range of introductory modules within the School of Modern Languages in linguistics, film, literature, history, politics, and society; these modules enhance knowledge and understanding of the language and of specialist

areas (outcomes A2, A3) as well as providing an introduction for cognitive skills (B1-3) and effective practice in key transferable skills (especially outcomes D1-4). They may also take 20 or 40 credits from outside the School (see above).

At Stage 2, a compulsory Spanish language module is taken and a compulsory Portuguese module is also taken; additional credits are chosen from a range of options in film, history, linguistics, literature, media and politics. Students continue to develop the language skills of reading, writing, listening, speaking and translation; language modules are designed to develop these skills in preparation for the forthcoming year abroad (outcome A1, 2, & 4, C1-5), practise cognitive skills in the target language (B1-3) as well as key transferable skills (D1, 2, 4 & 6). The optional modules are intended to be as broad-ranging as possible to allow informed choices to be made about more specialised final-year options; they develop knowledge and understanding of the language in relation to specialist areas of study (A2-3), while at the same time providing a sufficient introduction to critical skills and methodology appropriate to the area (B1-4) and further advancing key transferable skills (especially outcomes D1-2, 6-7).

At Stage 3 students spend the whole year in a country where one or both of the target languages are spoken, working as a teaching assistant in a school or college, or studying at a university, or undertaking an approved work placement. The School of Modern Languages has several Erasmus student exchange programmes with universities in Spain, one in Portugal, as well as informal links with a number of institutions in Latin America. The Year Abroad is fully accredited and assessment is by means of an ePortfolio plus either a work placement report or marks achieved at the host university. While all aspects of knowledge, understanding and language skills will be developed during Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding (A4), for developing self-study skills for language learning (C5), for developing organisational and interpersonal skills (D3-5); students preparing a dissertation will have the opportunity to develop knowledge and cognitive skills in this area too (A5, B5).

The Spanish language module at Stage 4 is taught on the basis that students have reached a very high level (Level D) of competence during their year abroad. The emphasis now is on sophisticated use of language in all skills (A1, 2 & 4, C1-5) as well as the cognitive abilities of analysis and structured argumentation (B2-3). Opportunities to practise interpreting skills are available through translation and interpreting courses (C3). Students opting to continue with Portuguese language are exercising and developing similar skills, but at a lower level (typically at ALTE Level 4/5 threshold). A wide range of more specialised options in film, history, linguistics, literature, media, and politics takes the cognitive skills to a much higher level of development, including greater emphasis upon independent analytical skills, use of appropriate methodologies and problem-solving skills (B1-4, D1-3, 6-7). Students writing a dissertation as well as those preparing an extended essay will develop their knowledge and understanding as well as their subject-specific, cognitive and transferable skills over a broad range of outcomes (A2, 3, & 5, C1 & 4, B1-5, D1, 3, 6 & 7).

Key features of the programme (including what makes the programme distinctive)

The combination of the two major languages of the Iberian peninsula and Latin America. However students also have flexibility. They may study either 2 years of Portuguese and concentrate on their Spanish or do Spanish and Portuguese together for 4 years. The programme also provides a beginners course in Catalan.

Programme regulations (link to on-line version)

[RT47 Programme Regulations 24-25](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available [here](#).

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.