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**Programme Specification**

**Title of Course: BA (Hons) Spanish (Half Field)**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook, on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) Spanish (Half Field) |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

This exciting programme (offered as a half and minor field) is designed to enable students to reach a high level of proficiency in Spanish and to prepare them to use their language skills in a variety of social and professional situations. The language modules have a dual focus: i) to equip students with the linguistic resources and strategies that are essential for advanced oral and written communication in the target language; and ii) to enable students to move effectively and accurately between Spanish and English. Successful communication is highly reliant on an understanding of, and an empathy with, the culture of the speech community, and the course material also encourages all students to explore aspects of Spanish culture and society. In addition, half field students will have the opportunity to hone their professional skills as linguists, enhancing employability, and to study aspects of Spanish culture (e.g. literature, film, art) in greater depth.

Spanish is offered as a half/minor field, with GCSE Spanish or A Level Spanish entry points. Degree combinations include International Relations, Psychology, Film Studies, English Language and Linguistics, Drama and Journalism. It is an ideal choice for students wishing to develop their Spanish language skills to a high level while also studying another subject. For half field students the Level 6 Professional Skills for Linguists module builds knowledge of Spanish language professional working environments, including an optional work placement, to further enhance employability and develop proactive and globally aware graduates.

The advanced training students receive as linguists will give them a distinct advantage on the job market in the UK or abroad; their communication and analytical skills will sharpen and complement the expertise they offer in their main specialism. Language students are valued for their cultural sensitivity, sense of independence and international mobility. Having chosen a fascinating area of study in its own right, students will discover that their fluency in Spanish opens the door to a wide range of careers. Half field students in particular will be encouraged to undertake a work placement in a Spanish language related field. Half field students may also wish to consider Spanish teaching as a career and choose to take a PGCE in Modern Foreign Languages.

Spanish students will have the opportunity to spend a period of time studying abroad, either in Europe (through the ERASMUS exchange scheme) or elsewhere in the world, at one of our prestigious partner universities.  We will help to place students in a university abroad where they can continue to study their degree subjects whilst gaining the unique experience of participating in the academic and cultural life of another country.

1. **Aims of the Programme**

The main aims of the Spanish minor programme are to:

* develop students’ language skills to a high level of competence, giving them the essential communication and analytical skills necessary to operate in social, professional or academic situations in Spanish;
* enable students to move effectively and with precision between Spanish and English;
* encourage students to explore aspects of Spanish culture, society and language which will enhance their ability to participate in intercultural exchanges.

In addition, half field students will

* enhance their employability through the optional undertaking of a Spanish language related work placement;
* develop further their analytical skills through research and Special Studies projects.

(Students who wish to gain first-hand experience of living and studying in Spain, or elsewhere, will be fully supported through the study abroad programme.)

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the updated QAA Subject Benchmark Statement: Languages, Cultures and Societies (2015) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will** **be able to:** |  | **Intellectual skills** **On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | Demonstrate a comprehensive knowledge and understanding of the structures of the Spanish language.  | B1 | Show a capacity to recognise and analyse linguistic and sociolinguistic patterns | C1 | Move with precision between Spanish and English including,* translating from Spanish into English with appropriate attention to meaning and style
* summarising and translating from English to Spanish accurately and with sensitivity
* liaison interpreting in professional contexts
 |
| A2 | Recognise and be able to exemplify an understanding of the uses of the Spanish language in a wide range of contexts  | B2 | Identify and manipulate conventions appropriate to different kinds of written and spoken Spanish  | C2 | Write with clarity and precision in Spanish and English in different styles and formats |
| A3 | Show an understanding of the central issues in intercultural communication | B3 | Analyse and evaluate important social and cultural issues in Spain  | C3 | Give oral presentations in Spanish |
| A4 | Illustrate knowledge of and a familiarity with aspects of contemporary Spanish culture and society  | B4 | Construct and present a reasoned argument in Spanish | C4 | Speak in Spanish in a wide variety of registers and contexts |
|  |  |  |  | C5 | Understand authentic written and spoken Spanish. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken word | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

There are two possible entry routes to the Minor/Half Spanish degree: post GCSE Spanish or post A Level Spanish. The minimum entry qualifications for the programme are:

From A-levels: 80 points at A-level in Spanish, 40 points at AS-level Spanish.

Or: GCSE Spanish (grade A–B).

Please see the chosen major/half field for the total number of UCAS tariff points.

We will consider a range of alternative qualifications (e.g. BTEC and Access Diploma) or experience that are equivalent to the typical offer. Applications from international students and applications from mature students with equivalent qualifications are all welcome.

A minimum IELTS score of 6.5 (with a minimum score of 5.5 in Reading, Listening, Speaking and Writing) or equivalent is required for those for whom English is not their first language.

Transfer from a similar programme will be considered for suitably qualified candidates on a case by case basis. Intake is normally in September.

1. **Programme Structure**

This programme is offered in full-time, part-time and sandwich modes, and leads to the award of BA (Hons) Spanish.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning, including sandwich programmes and study abroad**

Work placements are actively encouraged, in particular in the Level 6 Professional Skills for Linguists module, and students will liaise with Careers and Employability Services to secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts, to evaluate the relationship between theory and practice and above all to enhance their employability.

This degree is also available with a sandwich option. Students selecting this route will be supported by the placements office in finding a suitable work placement

Students also have the opportunity to spend a period of time studying abroad, either in Europe (through the ERASMUS exchange scheme) or elsewhere in the world, at one of our prestigious partner universities.  We will help to place them in a university abroad where they can continue to study their degree subjects whilst gaining the unique experience of participating in the academic and cultural life of another country. Students studying abroad are monitored and supported throughout their stay by the study abroad co-ordinators who are in regular contact with them.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. At Level 4, students complete 60 credits for Spanish (with exception of Spanish and Psychology students), whilst at Levels 5 and 6 a half field student must complete 60 credits for Spanish; and a Minor student must complete 30 credits

for Spanish. Levels are increasingly challenging as a student progresses through the field. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Spanish Language 1 | SP4001 | 30 | 4 | 1 & 2 |
| Introduction to Hispanic Identities | SP4002 | 30 | 4 | 1 & 2 |

Half field students must take SP4001 and SP4002 (with the exception of Spanish and Psychology students, who take only SP4001)

Minor field students must take SP4001 and SP4002 (with the exception of Spanish and Psychology students, who take only SP4001)

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above, which could be drawn from either the Spanish modules or the modules from the relevant half or major fields. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

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| **Level 5** |
| **Compulsory module** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Spanish Language 2 | SP5001 | 30 | 5 | 1 & 2 |
| GROUP A |  |  |  |  |
| Representations: Culture, Society and Identity  | SP5002 | 30 | 5 | 1 & 2 |

Half field students must take SP5001 and SP5002

Minor field students must take SP5001

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above, which could be drawn from either the Spanish modules or the modules from the relevant half or major fields. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

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| **Level 6** |
| **Compulsory module** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Spanish Language and Society | SP6001 | 30 | 6 | 1 & 2 |
| **Group A** |  |  |  |  |
| Professional Skills for Linguists/ Capstone module | SP6002 | 30 | 6 | 1 & 2 |
| Spanish Special Study | SP6003 | 30 | 6 | 1 & 2 |

Half field students must take the core SP6001 module and ONE module from Group A.

Minor field students must take the core SP6001 module

Level 6 requires the completion of 60 credits for half-field students and 30 credits for minor field students.

1. **Principles of Teaching, Learning and Assessment**

**Curriculum Design**

This field has been based on the principles of curriculum design at Kingston University. Teaching and learning strategies and methods have been designed to introduce students to a range of skills, issues and debates in Spanish and are detailed in the learning outcomes of each module. In general, the course aims to:

* Foster a positive, student-centred learning environment
* Incorporate the process and outcomes of relevant research, scholarship and professional practice within teaching
* Enable the progressive development of academic and critical thinking skills threaded throughout the course
* Offer an integrated approach to assessment that promotes students’ learning so that they can develop their own skills in evaluating, judging and improving their own performance
* Make use of peer and self-assessment and feedback in simulated professional scenarios to deepen students’ learning and promote the development of professional skills

The design of the learning and teaching experience for students is based upon the expectation that students will emerge as competent linguists who can use the Spanish language to communicate in social and professional contexts, engage with Spanish or francophone cultural communities and participate in intercultural exchanges. These priorities are reflected in Teaching and Learning strategies designed to:

* Motivate and support students in the acquisition and use of the language
* Facilitate the development of interpersonal and communication skills as well as intercultural awareness
* Develop independent learning.

The acquisition of the four language skills: Speaking, Writing, Reading and Listening forms the backbone of the programme and runs through the three levels. Students are offered a varied range of learning opportunities and experience in the Spanish Field including: practical language classes, small group or pair work, lectures and seminars; student-led seminars; workshops; tutorial support; conversation groups with visiting ERASMUS students and PAL mentors; use of learning technologies to enhance face to face activities including the virtual language lab, spoken and written discussion boards, quizzes and interactive exercises**.** Students’ learning is also supported by a virtual learning environment providing access to key course information, useful links and supporting materials.

Teaching material is chosen from a variety of Spanish sources such as Spanish television and radio, films, the Spanish press, the Internet and selected textbooks. Students have access to on-line material for independent study. The curriculum aims to draw on topics that are of interest to students from a wide range of backgrounds, including the many BME undergraduates who wish to study Spanish.

Students with individual needs are given practical support (e.g. assessment for dyslexia or specific learning difficulties) that may lead to adjustments to ensure that they can perform to the best of their ability (e.g. extra time in class tests).

**Teaching**

Teaching takes place through the medium of Spanish although the target language may not be used exclusively, particularly in the teaching of grammar or in translation classes where English is also used. Teaching (and the use of the target language in particular) is calibrated to address the needs of learners with various entry levels (GCSE and A Level) and takes into account the fact that language learning at different stages requires flexibility to ensure that the appropriate learning outcomes are met.

Students are encouraged to create their own opportunities for further learning by participating in extra-curricular activities and in socialising within the community of Erasmus students thus maximising their exposure to intercultural exchanges. Students have a chance to enhance their learning by electing to study abroad, in Spain or elsewhere, at level 5. Workshops aimed at raising students’ awareness of the linguistic, personal and intercultural benefits to be derived from the experience of living and studying abroad are organised early in the course. Relevant work placements are actively encouraged and Half Field students are able to undertake a Spanish language related work placement to enhance employability in the L6 Professional Skills for Linguists module.

The first year experience is seen as particularly important in terms of providing a strong study skills basis and developing the learner’s strategies. These priorities are reflected in two level 4 modules.

**Modules**

**Spanish Language 1**

In this module students will develop their competence in the Spanish language beyond GCSE and A-level in reading, writing, listening and speaking skills and extend their awareness of Spanish culture, reflecting analytically upon the structures and uses of language in general. These are all core transferable skills, enhancing students’ ability to communicate in both Spanish and English.

Post GCSE and post A Level students are taught together for 2 hours per week, but the third hour will be taught separately in order to target the specific needs of each group. During this hour, post GCSE students will follow an accelerated programme of grammar study, vocabulary building exercises and oral practice.

Students will be expected to keep a listening log of extracts studied throughout the year, and to create their own portfolio of independent work to support their learning. This is not credited but will feed into PDPs.

**Introduction to Hispanic Identities**

This module will look at historical, socio-political and cultural themes which have shaped, and are still shaping, modern Spain and certain Latin American countries within a wider international context. The module will encourage critical reflection on the existence of the different identities within contemporary Hispanic society, emphasising recent and contemporary developments in the Spanish speaking world. Students’ written and spoken linguistic skills will also be enhanced through the study of a range of materials and topics in Spanish.

**Spanish Language 2**

At Level 5, the core Language module further develops the students’ linguistic skills, which will be enhanced through the study of authentic materials examining contemporary Spanish issues. Students will gain more confidence in the understanding of formal and informal Spanish, and will further their knowledge of a range of more complex Spanish structures and lexis.

Working in small groups and in regular contact with tutors, students will consolidate their language skills through a variety of listening comprehension exercises, oral and aural task-based activities together with various forms of guided writing tasks. They will translate texts in a variety of registers from Spanish into English and develop/summarise a written argument. They will also contribute to intellectual discussion on a range of contemporary issues in Spain. These are all core transferable skills, enhancing the students’ ability to communicate in both Spanish and English.

**Representations: Culture, Society and Identity**

Half field students will have the opportunity to reflect on the theme of representation through a series of cultural case studies that engage with aspects of Spanish society and national identity. Students will explore a variety of texts (e.g. literature, film, art) and enhance their linguistic and analytical skills as they develop sustained pieces of writing in the target language. They will increase their awareness of the way in which Spanish culture impacts upon Spanish identity, hone their analytical skills in closely evaluating a variety of texts (e.g. novels, poetry, films, painting) and develop their research skills as they explore selected topics.

**Spanish Language & Society**

At Level 6, the aim is to develop further the students’ ability to write in fluent and accurate Spanish and to present information effectively in the target language, handling a variety of written forms and registers with confidence and accuracy. A wide range of authentic source materials will be used to extend further their knowledge and understanding of key aspects of contemporary Spanish society. These materials will be exploited in order to enhance overall language competence, communicative techniques and translation and summary skills.

The module will also help students to gain greater confidence and precision in moving between Spanish and English in written and spoken mode. They will translate a variety of texts, taking account of style, register, genre and format. These will be used to stimulate and develop debates and discussion in Spanish and to further comprehension of Spanish discourse. This module will enable students to operate successfully in a professional capacity using the target language.

Half field students will also take one of the following modules:

**Professional Skills for Linguists/Capstone module**

In this module students will develop their understanding of skills, practices and working environments for the professional language user. Students will be actively encouraged to undertake a Spanish language related work placement to further enhance employability. The syllabus will focus on applied language skills in the preparation of a set of practical tasks and linked commentaries. The tasks undertaken will include abstract writing, editing, translation, interpreting and written commentary. Students will enhance their analytical skills as they develop an understanding of how theoretical concepts impact on linguistic choices for the professional language user. The module will be delivered through lectures, talks by guest speakers who are professional language users and interactive seminars.

**Spanish Special Study**

This module gives students the opportunity to prepare a sustained piece of independent research in the field of Spanish language and culture, as suggested by the areas of expertise within the Department. The first weeks of the module will be taught in two-hour blocks comprising both an illustrated lecture and seminar/discussion. Following the submission of a project proposal, students will undertake their own individual research under supervision. The assessment includes a presentation that will help the students to formulate and develop their ideas; and an extended essay that is the culmination of the project.

**Assessment strategies**

The diverse range of assessment strategies for the field are carefully crafted to suit the content and learning outcomes of each level, as well as the field as a whole, thereby strengthening the connection within and between levels. The selected assessment methods are also conceived as part of the learning process and enable the students to demonstrate knowledge and competence in different language skills. Consistent and constructive feedback is an integral element in the assessment strategy, and the assessment regime for each module has been designed to provide formative opportunities that allow students to practise and receive advice on their performance that will feed forward in preparation for the summative assessments.

In the language modules, classes focussing on the development of language skills are necessarily and primarily interactive and thus make it easier to monitor the students’ progress. Formative feedback is given as part of the normal class interaction and, in addition, students hand in work completed at home every week.

Assessment strategies at levels 5 and 6 build on and extend the practices established in level 4 and there are both formative and summative assessments including essay, report writing, summary, oral presentation and practical tasks with linked written commentaries. An integrated approach may also be adopted in the testing of some of the language skills where linked assessments such as a Viva on a prepared dossier may be used. Assessments throughout the course not only enable students to demonstrate the learning outcomes for individual modules but also reflect those of the course as a whole. Students thus graduate as independent and critical learners and with enhanced employability as proactive and globally aware thinkers.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services team who will provide support for students prior to undertaking work placement(s).

**Personal Tutor**

Every half field student is assigned a Personal Tutor throughout his/her studies. The Personal Tutors will offer help and encouragement with regard to academic matters, as well as advising on the resources available to deal with non-academic issues (such as well-being, accommodation and finances). Students meet their Personal Tutors in Induction week and in follow-up meetings during the year. In many cases, the Personal Tutor will also teach the core modules, so students will have contact with him/her on a weekly basis during the Teaching Blocks. The tutors will also be available during their office hours, or appointments can be made via email, to speak to students whenever they need support.

**International Tutor**

The Department has nominated a member of staff in the role of International Tutor to oversee the well-being of international students.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

The minor/half field degree in Spanish gives students a significant advantage in the employment market, making them skilled communicators in two languages and giving them the multi-cultural awareness and flexibility to function effectively in an international environment. In addition to these specific skills the course is designed to foster a range of other transferable skills desirable to employers, such as excellent presentation skills, advanced literacy, self-reliance and the ability to work constructively with others. The study abroad opportunities offered by the Spanish field further enhance students’ employability skills as their increased levels of maturity and personal development distinguish them from other graduates. Half field students have the opportunity to learn about professional language user careers and to undertake a Spanish language related work placement in the Professional Skills for Linguists module at L6.

Spanish-speaking graduates have many career opportunities in addition to those offered by their other major/half field specialism. These include: language teaching, international marketing, international banking, translation and interpreting, tourism management, advertising, education, human resources and publishing.

1. **Approved Variants from the Undergraduate and Postgraduate Regulations**

There are no variants to the regulations.

1. **Other sources of information that you may wish to consult**
* The updated QAA Subject Benchmark Statement: Languages, Cultures and Societies (2015) is our main reference point and informs our thinking and planning in all aspects of the degree. Web reference: <http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-languages-cultures-and-societies-15.pdf?sfvrsn=2098f781_12>
* The Subject Centre for Languages, Linguistics and Area Studies at Southampton is a key point of reference, providing a variety of relevant resources. These include conferences and reports; research papers, a materials bank for teaching staff, a good practice guide, the provision of various on-line resources and contacts; and a range of projects and initiatives relating to the subject. Web reference: <https://www.llas.ac.uk/>
* The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework.
* All of the procedures associated with the field comply with the QAA Codes of Practice for Higher Education.

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are **summatively** assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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| **Module code** | **Level 4** | **Level 5** | **Level 6** |
| SP4001 Spanish Language 1 | SP4002Introduction to Hispanic Identities  | SP5001Spanish Language 2 | SP5002Representations: Culture, Society and Identity | SP6001Spanish Language and Society | SP6002 Professional Skills/ Capstone module | SP6003Spanish Special Study |
| **Knowledge & Understanding** | A1 | S |  | S |  | S | S | S |
| A2 | S | S | S | S | S | S | S |
| A3 | S | S | S | S | S | S |  |
| A4 | S | S | S | S | S | S | S |
| **Intellectual Skills** | B1 | S |  | S |  | S | S | S |
| B2 | S | S | S | S | S | S | S |
| B3 | S | S | S | S | S | S | S |
| B4 | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S |  | S |  | S | S | S |
| C2 | S | S | S | S | S | S | S |
| C3 | S | S | S | S | S | S |  |
| C4 | S | S | S | S | S | S |  |
| C5 | S | S | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BA (Hons) x and/with Spanish |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree  |
| **Minimum period of registration:** | 3 years FT; 4 years Sandwich, 6 years PT |
| **Maximum period of registration:** | 6 years FT, 8 years Sandwich, 12 years PT |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Languages, Cultures and Societies  |
| **Modes of Delivery:** | Full time, Part time and Sandwich |
| **Language of Delivery:** | English and Spanish |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** |  |
| **Course/Route Code:** |  |
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