

Programme Title: BA Hispanic Studies and Comparative Literature



## Programme Specification (UG)

|                                             |                                                                          |
|---------------------------------------------|--------------------------------------------------------------------------|
| Awarding body / institution:                | <input type="text" value="Queen Mary University of London"/>             |
| Teaching institution:                       | <input type="text" value="Queen Mary University of London"/>             |
| Name of final award and programme title:    | <input type="text"/>                                                     |
| Name of interim award(s):                   | <input type="text"/>                                                     |
| Duration of study / period of registration: | <input type="text" value="4 years / 3 years"/>                           |
| QMUL programme code / UCAS code(s):         | <input type="text" value="QR24 4 yr / QRHZ 3 yr"/>                       |
| QAA Benchmark Group:                        | <input type="text"/>                                                     |
| FHEQ Level of Award :                       | <input type="text" value="Level 6"/>                                     |
| Programme accredited by:                    | <input type="text" value="N/A"/>                                         |
| Date Programme Specification approved:      | <input type="text"/>                                                     |
| Responsible School / Institute:             | <input type="text" value="School of Languages, Linguistics &amp; Film"/> |

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

Comparative Literature is about making comparisons – and connections – between challenging themes and motifs in different literatures and cultures. As well as having the opportunity to study a range of genres, time periods, and national literatures (all of which can be studied in translation), you can cross nationalities and even time periods. You could also examine links between literature and a whole range of other art forms: such as music; film; popular culture or visual arts. Equally, studying modern languages is about more than vocabulary, grammar and pronunciation: you will also immerse yourself in culture, spend time working or studying abroad and learn to understand the subtleties of communication. Hispanic Studies covers both the Iberian Peninsula and Latin America and includes the study of Spanish, Portuguese and Catalan language and culture.

Your degree is split equally between Hispanic Studies and Comparative Literature. You will study Spanish language and culture in depth, and explore the broader perspective of the literatures and cultures of Europe, Latin America and beyond.

In each year you follow core language modules in which skills in the understanding and expression of Spanish are developed by a variety of methods. In your first year you will follow foundation modules introducing you to various aspects of literary theory and critical thinking, including one focusing on Iberian and Latin American literature, film, linguistics, visual art, philosophy and politics. In your second and final years you will take increasingly advanced module options concentrating on particular literary

themes, movements and genres, and may opt to undertake a research project in your final year. Your third year is normally spent abroad, in Spain or Latin America. You may be able to choose to study at another university, or else take up a work placement.

### Aims of the programme

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### What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

### **Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

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|     |                                                                                                                                                                                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A 1 | Ability to demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of Hispanic Studies. In addition, to evaluate different theoretical perspectives on these concepts.       |
| A 2 | Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.                                                                                       |
| A 3 | Ability to identify the character of cultural products in Hispanic Studies (influence of genre, history and function). In addition, to critically evaluate the character of such cultural products.              |
| A 4 | Ability to identify the literary, historical and cultural contexts which inform the production and reception of an individual literary or cultural product.                                                      |
| A 5 | Develop sensitivity to and awareness of the similarities and dissimilarities between other cultures, societies and literatures, and their own, and an attitude of curiosity and openness towards other cultures. |
| A 6 | Ability to make theoretically informed connections between texts of different periods, literatures and cultures.                                                                                                 |
| A 7 | Gain knowledge of the place of literature in relation to the other arts and to popular culture.                                                                                                                  |

|                                |                                                                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary Skills - able to: |                                                                                                                                                                               |
| B 1                            | develop advanced oral, written and comprehension skills in the Spanish language, becoming fluent and accurate users of the language in a wide range of domains and registers. |
| B 2                            | understand the socio-historical contexts of literary and linguistic aspects of Hispanic Studies. In addition, to engage with theoretical models of such contexts.             |
| B 3                            | construct cogent and sophisticated critical essays with evidence of independent study and initiative.                                                                         |
| B 4                            | formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations.                                                       |
| B 5                            | bring critical skills to bear on the analysis of texts and other cultural products. In addition, to compare the effectiveness of different critical techniques.               |
| B 6                            | demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.                                          |
| B 7                            | analyse a literary or cultural text with sophistication.                                                                                                                      |

|             |                                                                                                                                                                                          |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attributes: |                                                                                                                                                                                          |
| C 1         | Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting. |
| C 2         | Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.                    |
| C 3         | Demonstrate the independent learning ability required for continuing professional development.                                                                                           |

### How will you learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School. Teaching will be led by research-oriented staff. These strategies aim to:

Foster a sense of community amongst students and staff in the pursuit of teaching and learning;  
Promote the relationship between staff research, teaching and student learning;

Expose students to a diverse set of approaches to the study of their subject area;  
Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;  
Inspire intellectual independence in students;  
Employ a variety of assessment methods;  
Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms, which may include:

Lectures;  
Seminars, including a variety of group work;  
Small group tutorials;  
Workshops;  
Lab work using multi-media resources;  
Writing intensive courses;  
Field trips;  
Independent work by students, including research, presentations and peer review;  
Individual supervision of projects and dissertations;  
Individual and group feedback on written work.

### How will you be assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used. Language examinations may include oral and aural assessments.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

#### Requirements

Students must take a minimum of 165 credits in Hispanic Studies modules and a minimum of 135 credits in Comparative Literature modules in addition to the Year Abroad module over the period of their studies. The Year Abroad is worth 120 credits and is a compulsory and integral part of the degree programme. Exceptionally the School can exempt students from the Year Abroad. These students will submit a change of programme form to change their degree to a 3-year degree. The programme requirements for the 3 year variant are exactly the same as for the 4 year programme but without the Year Abroad requirements.

#### Structure

Students are separated into three language streams according to ability in the Spanish language and follow the degree pathways as follows

#### Year 1 – Level 4

##### Ab initio Spanish

30 credits Introductory Spanish (core module) (QMUL Model Module)  
30 credits Introduction to Iberian and Latin American Studies (compulsory module) (QMUL Model Module)  
30 credits The Scene of Learning (compulsory module)  
15 credits Introduction to Literature: Texts and Contexts (compulsory module)  
15 credits Introduction to Comparison (compulsory module) (QMUL Model Module)  
0 credits Critical Thinking and Writing for Modern Foreign Languages (compulsory non-credit bearing module)

##### Post A-Level Spanish

30 credits Spanish I (core module) (QMUL Model Module)

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30 credits Introduction to Iberian and Latin American Studies (compulsory module) (QMUL Model Module)  
30 credits The Scene of Learning (compulsory module)  
15 credits Introduction to Literature: Texts and Contexts (compulsory module)  
15 credits Introduction to Comparison (compulsory module) (QMUL Model Module)  
0 credits Critical Thinking and Writing for Modern Foreign Languages (compulsory non-credit bearing module)

Heritage and Native speakers of Spanish

30 credits Spanish I N (core module)  
30 credits Introduction to Iberian and Latin American Studies (compulsory module) (QMUL Model Module)  
30 credits The Scene of Learning (compulsory module)  
15 credits Introduction to Literature: Texts and Contexts (compulsory module)  
15 credits Introduction to Comparison (compulsory module) (QMUL Model Module)  
0 credits Critical Thinking and Writing for Modern Foreign Languages (compulsory non-credit bearing module)

Progression Requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass any core module, as well as meet the overall credit requirements for progression under the Academic Regulations which apply to them. Students who have met the credit requirements without the core module are not eligible for progression.

Year 2 – Level 5

Ab initio Spanish

30 credits Spanish II Intensive (core module) (QMUL Model Module)  
Minimum 15 credits / Maximum 60 credits optional modules to be chosen from HSP-, CAT- and POR- coded modules at level 5. Interdisciplinary SML-coded modules may be counted towards this requirement.  
15 credits The Scene of Reading (compulsory module)

Minimum 15 credits/ Maximum 45 credits optional modules to be chosen from COM-coded modules at level 5

Minimum 0 credits/ Maximum 45 credits optional modules to be chosen from all modules offered in

- The School of Languages, Linguistics and Film
- The Faculty of Humanities and Social Sciences
- QMUL Model Modules offered in the School of Languages, Linguistics and Film

Maximum 30 credits may be at level 4 or level 6 with the advisers' agreement.

Post A-Level Spanish

30 credits Spanish II (core module) (QMUL Model Module)

Minimum 15 credits / Maximum 60 credits optional modules to be chosen from HSP-, CAT- and POR- coded modules at level 5. Interdisciplinary SML-coded modules may be counted towards this requirement.

15 credits The Scene of Reading (compulsory module)

Minimum 15 credits/ Maximum 45 credits optional modules to be chosen from COM-coded modules at level 5

Minimum 0 credits/ Maximum 45 credits optional modules to be chosen from all modules offered in

- The School of Languages, Linguistics and Film
- The Faculty of Humanities and Social Sciences
- QMUL Model Modules offered in the School of Languages, Linguistics and Film

Maximum 30 credits may be at level 4 or level 6 with the advisers' agreement.

Heritage and Native speakers of Spanish

15 credits Spanish I N (core module) (QMUL Model Module)

Minimum 30 credits / Maximum 60 credits optional modules to be chosen from HSP-, CAT- and POR- coded modules at level 5. Interdisciplinary SML-coded modules may be counted towards this requirement.

15 credits The Scene of Reading (compulsory module)

Minimum 15 credits/ Maximum 45 credits optional modules to be chosen from COM-coded modules at level 5

Minimum 0 credits/ Maximum 45 credits optional modules to be chosen from all modules offered in

- The School of Languages, Linguistics and Film
- The Faculty of Humanities and Social Sciences
- QMUL Model Modules offered in the School of Languages, Linguistics and Film

Maximum 30 credits may be at level 4 or level 6 with the advisers' agreement.

Progression Requirements to Year Abroad/Final Year

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To successfully progress to the Year Abroad (or Final Year for exempted students) students must pass any core module, as well as meet the overall credit requirements for progression under the Academic Regulations which apply to them. Students who have met the credit requirements without the core module are not eligible for progression. Exceptionally the School may progress a student to the Year Abroad if the student met the credit requirements but not the core level 5 language module. The student must re-sit the failed core language module during the following academic year and may not progress to final year from the Year Abroad until this hurdle has been passed.

### Year Abroad

120 credits compulsory modules:

EITHER 120 credits Year Abroad Assessment module OR 2 x 60 credits Semester Abroad Assessment modules (QMUL Model Modules)

### Progression Requirements to Final Year from Year Abroad

Students must complete the year abroad and required assessment to progress to the final year of the programme. Successful completion of the Year Abroad Assessment is not a hurdle to progression but all marks will count towards degree classification, whether pass or fail.

### Final Year - Level 6

Ab initio / Post A-Level / Heritage and Native speakers of Spanish

30 credits Spanish III (core module) (QMUL Model Module)

Minimum 30 credits / Maximum 45 credits optional modules to be chosen from HSP-, CAT-, and POR- coded modules.

Interdisciplinary SML-coded modules may be counted towards this requirement. Minimum 15 credits / Maximum 45 credits of these modules must be at level 6. Minimum 0 credits / Maximum 30 credits of these modules may be at level 5

15 credits compulsory module The Scene of Writing

Minimum 30 credits / Maximum 45 credits optional modules to be chosen from COM-coded modules at level 6.

Minimum 0 credits/Maximum 15 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the students' adviser. These modules may be at level 5 or 6. Students may not take level 4 modules in Final Year.

### Requirements for Award

Students must pass any final year core module, and meet the overall credit requirements for award under the Academic Regulations which apply to them. Students who have met the credit requirements without the core module are not eligible for award. Credits related to the Year Abroad assessment (as applicable) do not count towards the overall credit requirements for award.

## Academic Year of Study

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--------------|-------------|---------|-------|-------------------------|------------------------|----------|
|              |             |         |       |                         |                        |          |

## What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

## How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

## What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular advice and feedback hours in which students are actively encouraged to discuss their work and their progress.

## Programme-specific rules and facts

None

## Specific support for disabled students

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all QMUL students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need

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- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### **Links with employers, placement opportunities and transferable skills**

Graduates from QMUL's School of Languages, Linguistics and Film go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as education and the arts, whilst others transfer skills gained during study into areas such as public relations.

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## **Programme Specification Approval**

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**Person completing Programme Specification:**

Heather Heiner

**Person responsible for management of programme:**

David Adger, Head of School

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

**Date Programme Specification approved by Taught Programmes Board:**