

**PROGRAMME SPECIFICATION**

|          |                                 |                         |
|----------|---------------------------------|-------------------------|
| <b>1</b> | <b>Awarding Institution</b>     | Newcastle University    |
| <b>2</b> | <b>Teaching Institution</b>     | Newcastle University    |
| <b>3</b> | <b>Final Award</b>              | BA Hons                 |
| <b>4</b> | <b>Programme Title</b>          | Linguistics with French |
| <b>5</b> | <b>UCAS/Programme Code</b>      | Q1R1                    |
| <b>6</b> | <b>Programme Accreditation</b>  | n/a                     |
| <b>7</b> | <b>QAA Subject Benchmark(s)</b> | English                 |
| <b>8</b> | <b>FHEQ Level</b>               | H                       |
| <b>9</b> | <b>Last updated</b>             | 29/05/2013              |

**10 Programme Aims**

- 1(a) To produce graduates with:
- (i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;
  - (ii) a knowledge of the main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;
  - (iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena
  - (iv) an ability to organise complex data and assess its significance;
  - (v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of texts from the Anglo Saxon, Medieval and Early Modern periods;
  - (vi) a metalinguistic awareness of their native language;
  - (vii) an awareness of the social and stylistic significance of linguistic variants.
  - (viii) some knowledge of French language and culture.
- (b) To provide a programme:
- (i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
  - (ii) which consistently attracts highly qualified applicants;
  - (iii) which fully meets the requirements of the relevant Quality Assurance Agency (QAA) Benchmark statement, and
  - (iv) which fully meets the criteria for the different levels of award (certificate, intermediate or honours level diploma) within the Framework for Higher Education Qualifications.

## **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 (Linguistics and Modern Languages).

### **Knowledge and Understanding**

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

- A1. The nature of human language
- A2. Essential linguistic terminology and methodology
- A3. The structure of English, its history and relation to other languages (particularly French)
- A4. Varieties of English, and the geographical, social and contextual factors which produce them
- A5. Computational models of language
- A6. The acquisition of language
- A7. The intellectual context in which the English language is studied
- A8. The lexis, grammatical structures, registers and usage of the French language.
- A9. Aspects of the history, society, culture and linguistic development of France.
- A10. Intercultural awareness and understanding (an appreciation both of the internal diversity and transcultural connectedness of cultures).

### **Teaching and Learning Methods**

At Stage 1 knowledge and understanding is acquired via lectures and seminars and, for French language work, practical classes and workshops. At Stages 2 and 4 they are acquired via lectures and seminars and further practical classes in the French language, while Stage 3, spent abroad, enhances intercultural awareness and understanding. More advanced knowledge and understanding is developed with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

## **Assessment Strategy**

Assessment of knowledge and understanding is via written continuous assessment, class tests and aural and oral examinations in French, unseen examination of 3 hours or submitted work of 4000 or 5000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. During the year abroad, a personal learning record and/or an intercalatory project is also part of the assessment.

Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well-reasoned argument, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate knowledge of the foreign language and the year-abroad work allows them to demonstrate intercultural awareness and understanding.

All students will have completed at least one independently researched submission (an Extended Study or Dissertation of 5,000 words) by the end of their final year.

## **Intellectual Skills**

On completing the programme students should be able to:

- B1. collect, analyse and evaluate data;
- B2. analyse and critically evaluate argumentation;
- B3. compare and evaluate differing intellectual frameworks and theories;
- B4. apply a developed appreciation of the role of language in our daily lives and of English as a global language.
- B5. learn a foreign language.

## **Teaching and Learning Methods**

At Stage 1 intellectual skills are acquired via lectures and seminars, and, for French, practical language classes. Seminars give students the opportunity to discuss ideas and methodologies introduced in lectures. At Stages 2 and 4 intellectual skills are developed via lectures, seminars, project work and practical language classes. More advanced intellectual skills, especially research skills and independent thinking, are developed at Stage 3 through an Extended Study (20 credits) or Dissertation (20 credits).

### **Assessment Strategy**

Assessment of intellectual skills is via unseen examination of 3 hours or submitted work of 4000 or 5000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

All students will have completed at least one independently research submission (an Extended Study or Dissertation of 5,000 words) by the end of their final year.

### **Practical Skills**

On completing the programme students should be able to:

- C1. practise critical argumentation in language study;
- C2. gather, analyse and evaluate linguistic data;
- C3. compare different linguistic frameworks and their motivation;
- C4. understand the relation between data and theory in English Language study
- C5. address specific analytical, psychological and cultural issues posed by language and English in particular.
- C6. Use the French language for communication and/or as linguistic data.

### **Teaching and Learning Methods**

At Stage 1 Subject-specific/professional skills are acquired via lectures and seminars - and, for the French language, language laboratory work and practical classes. At Stages 2 and 4 they are acquired via lectures and seminars, and formal grammar instruction including drills and exercises, practical classes and oral discussion in French. More advanced knowledge and understanding is developed via independent study with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

### **Assessment Strategy**

Assessment of knowledge and understanding is via continuous written assessment, class tests evaluating student progress, aural and oral examinations covering listening and speaking skills in French, unseen examination of 3 hours or submitted work of 4000 or 5000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate the practical ability to use the foreign language.

All students will have completed at least one independently research submission (an Extended Study or Dissertation of 5,000 words) by the end of their final year.

### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1. plan and complete essays and project-work
- D2. write and speak to different audiences
- D3. co-ordinate multiple projects
- D4. use information technology (word processing; the internet)
- D5. gather, evaluate and organise material
- D6. summarise and assimilate information
- D7. communicate and debate effectively
- D8. work to deadlines or within specified time-limits
- D9. work and negotiate with others
- D10. work effectively both in a team and independently
- D11. present information to a group in a structured and coherent way
- D12. analyse complex data effectively and present it concisely

### **Teaching and Learning Methods**

Transferable/Key skills are promoted through seminars and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1, 2, 5, 6, 7, 8, 9, 10 and 11 in particular are introduced and practised on *SEL1029: Language Across Space*, with further practice coming in *SEL1012: Language Through Time*. These skills are further developed at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups (tutorials and seminars) of different sizes: from groups of 7 or 8 at Stage 1 to groups of 15 at Stage 2 and 4.

## Assessment Strategy

Assessment of key skills is implicit in course work at all levels, although *Language Across Space* focuses on these particularly. Presentation skills are formally assessed (by tutor and peers) in those modules which have an oral presentation as part of the summative assessment.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

The programme is studied over four years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or, in the case of the Personal Learning Record, 100 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours. At each Stage the student is required to take and be assessed in modules to the value of 120 credits. Stage 3 is an intercalatory year during which the students spend at least 30 weeks in a French-speaking country, and at each of Stages 1, 2 and 4 students must take at least 40 credits from modules offered in the School of Modern Languages.

At each Stage the student is required to take and be assessed in modules to the value of 120 credits. At Stage 1 students are given a thorough grounding in the basic knowledge and skills of the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Stage 1 modules introduce students to the practical skills of linguistic analysis which they will need at Stages 2 and 4. The module *Language Across Space* introduces students to academic skills: written English, preparing an essay. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. All students take the core 40-credit Level A language module in French or the Level B lang module (20 credits) and one other in French.

Stages 2 and 4 of Q1R1 are designed to provide academic progression and an increasing range of choice. Stage 2 comprises intermediate modules which build on the Stage 1 experience, with higher level work in French (Level C, 20 credits) and modules covering major areas within Linguistics. Students are required to take Syntactic Theory and Phonological Theory, as well as a further three Stage 2 modules in Linguistics, one of which may be replaced by a module relating to French. These in turn prepare students for the more specialised optional modules at Stage 4, which provide an opportunity for students to pursue their particular interests and to acquire advanced knowledge and skills. All students at Stage 4 take final-year French (Level D), 80 credits of taught modules in Linguistics (with the option to replace one by a module relating to the foreign language) and either an Extended Study relating to Linguistics or a Dissertation relating to the foreign language (both 20 credits, 5000 words). This cultivates skills in independent research and in the planning and writing of extended pieces of work, which enhance students' employability and/or prepare them for postgraduate work.

Key skills D1-11 are practised across Stages 2 and 4.  
At Stage 3 students spend the year in a French-speaking country, working as a teaching assistant in a school or college, or studying at university, or undertaking an approved work placement. The year abroad is fully accredited and assessment is by means of a personal learning record (100 credits) plus either an intercalary project (20 credits) or marks achieved at the host university (20 credits). While all aspects of knowledge, understanding and language skills will be developed at Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding.

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

**Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

### **13 Criteria for admission**

#### **Entry Requirements for 2013-2014**

##### **A Levels**

AAB-ABB including French. Candidates with AS level French (minimum grade B) will also be considered. Not including General Studies.

##### **Scottish Qualifications**

AAABB-AA BBB at Higher Grade including French. Combinations of Highers and Advanced Highers accepted.

##### **International Baccalaureate**

A minimum of 34 points with grade 5 in French at Higher Level.

##### **Irish Leaving Certificate**

A1A1A1B1B at Higher Level, to include French at minimum Grade B.

##### **Access Qualifications**

Applicants are considered on an individual basis. Evidence of study in French at a suitable level is also required.

##### **BTEC level 5 HND**

Applicants are considered on an individual basis.

##### **BTEC level 3 Extended Diploma (formerly BTEC National Diploma)**

Applicants are considered on an individual basis.

##### **Cambridge Pre-U**

D3,D3,M2-D3,M2,M2 in Principal Subjects including French.

**Partners A Levels**

BBB including French. Candidates with AS level French (minimum grade B) will also be considered. Not including General Studies.

**English Language Requirements**

A minimum score of IELTS 7.0 or equivalent

**14 Support for Student Learning**

The Student Services portal provides links to key services and other information is available at: <http://www.ncl.ac.uk/students/>

*Induction*

During the first week of the first semester students attend an induction programme and Stage 1 conference. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/tutorials/etc.

*Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Aspects of the transition to degree-level study are covered both in Induction Week activities and in modules in Stage 1. Students are explicitly tutored on their approach to both group and individual projects.

*Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

*Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

A Senior Tutor oversees all pastoral matters (including Personal Extenuating Circumstances) in the School.

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

*Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.



### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. In addition to the module evaluation questionnaires, student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Module leaders respond to these by posting end-of-module reviews on Blackboard and questionnaires and reviews are monitored by HOS and DPD. Module leaders also consult students informally during the course of the module.

The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

*Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies. Student opinion is also obtained informally through a School Forum and through focus groups on specific issues.

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

*Accreditation reports*

*Additional mechanisms*

## **16 Regulation of assessment**

*Pass mark*

The pass mark is 40%

*Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

*Weighting of stages*

The marks from **Stages 2 and 4** will contribute to the final classification of the degree

The weighting of marks from stages 2 and 4 contributing to the degree is **1 : 2**.

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

|       | <b>Modules used for degree classification (DC)</b> | <b>Modules not used for degree classification</b> |
|-------|--|---|
| <40   | Fail   | Failing   |
| 40-49 | Third Class  | Basic   |
| 50-59 | Second Class, Second Division                      | Good  |
| 60-69 | Second Class, First Division                       | Very Good   |
| 70+   | First Class  | Excellent   |

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

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

The School Brochure:  
<http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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

The Degree Programme Handbook

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

| Module  | Type       | Intended Learning Outcomes |            |               |                                       |
|---------|------------|----------------------------|------------|---------------|---------------------------------------|
|         |            | A                          | B          | C             | D                                     |
| SEL1027 | Compulsory | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL1028 | Compulsory | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL1007 | Compulsory | 1, 2, 3, 4, 5, 6, 7        | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL1029 | Compulsory | 1, 2, 3, 4                 | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL1012 | Compulsory | 1, 2, 3, 4                 | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| FRE1071 | Compulsory | 8, 9, 10                   | 5          | 6             | 2,4,6,7,8,9,10,12                     |
| FRE1006 | Optional   | 8, 9, 10                   | 1, 2, 3    | 6             | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SML1019 | Optional   | 1, 2, 9, 10                | 1, 2, 3    | 1, 2, 3       | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL2000 | Compulsory | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL2001 | Optional   | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL2084 | Optional   | 1, 2, 7                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL2086 | Optional   | 1, 2, 3, 6                 | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SEL2089 | Compulsory | 1, 2, 3, 6                 | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL2091 | Optional   | 1, 2, 3, 4, 6, 7           | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SEL2211 | Optional   | 1, 2, 3, 5, 7              | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL2212 | Optional   | 1, 2, 3, 4, 5              | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| FRE2061 | Compulsory | 8, 9,10                    | 5          | 6             | 2,4,6,7,8,9,10,12                     |
| SML3004 | Compulsory | 8,9,10                     | 5          | 6             | 1, 2, 4, 5, 6, 7, 8, 9, 10            |
| SML3005 | Optional   | 8,9,10                     | 5          | 6             | 1, 2, 4, 5, 6, 7, 8, 9, 10            |
| SML3006 | Optional   | 8,9,10                     | 5          | 6             | 1, 2, 4, 5, 6, 7, 8, 9, 10            |
| SEL3005 | Optional   | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL3012 | Optional   | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12     |
| SEL3025 | Optional   | 1, 2, 3                    | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SEL3053 | Optional   | 1,2,3                      | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9,            |

|         |            |                |            |               |                                   |
|---------|------------|----------------|------------|---------------|-----------------------------------|
|         |            |                |            |               | 10, 12                            |
| SEL3326 | Optional   | 1,2,3,4,5,6,7  | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| SEL3327 | Optional   | 1, 2,3,4,5,6,7 | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| SEL3343 | Optional   | 1, 2, 3        | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| SEL3350 | Optional   | 1, 2, 3        | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| SEL3352 | Optional   | 1, 2, 3        | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| SEL3360 | Optional   | 1, 2, 3        | 1, 2, 3, 4 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| SEL3372 | Optional   | 1,2,3          | 1,2,3,4    | 1,2,3,4,5     | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| FRE4061 | Compulsory | 8, 9, 10       | 5          | 6             | 2,4,6,7,8,9,10,12                 |
| SML4099 | Optional   | 8, 9, 10       | 5          | 6             | 2,4,6,7,8,9,10,12                 |