

**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 Spanish
<b>5</b>	<b>UCAS/Programme Code</b>	Q1R4
<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>	16/04/14

**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 literary 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 Spanish 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 (subject) (X).

**Knowledge and Understanding**

On completing the programme students should:

- 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 Spanish

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 Spanish language.  
 A9. Aspects of the history, society, culture and linguistic development of a Spanish-speaking country.  
 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 Spanish language work, practical classes and workshops. At Stages 2 and 4 they are acquired via lectures and seminars and further practical classes in the Spanish 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 Spanish, 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 research 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 the 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 **Spanish**, 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 or 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 Spanish 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 Spanish 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 Spanish. 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 Spanish, 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. Examination 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
- D13. display an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax and spelling rules.

#### **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, 11 in particular are introduced and practised on *SEL2091: Language Across Space* and/or practised in the weekly tutorials. These skills are promoted 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 3.

#### **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 Spanish-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 and a presentation. 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 Spanish or the Level B language module (20 credits) and one other in Spanish.

Stages 2 and 4 of Q1R4 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 Spanish (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 Spanish. 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 Spanish (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 Spanish-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 Spanish. Candidates with AS level Spanish (minimum grade B) will also be considered.

##### **Scottish Qualifications**

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

##### **International Baccalaureate**

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

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

A1A1A1B1B at Higher Level, to include Spanish

##### **Access Qualifications**

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

##### **BTEC Level 5 HND**

Applicants will be considered on an individual basis

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

Applicants will be considered on an individual basis

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

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

##### **Partners A Levels**

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

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

Applicants will be considered on an individual basis.

## 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 and is available at: <http://www.ncl.ac.uk/students/>

### *Induction*

During the first week of the first semester students attend an induction programme. 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/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *Support for students with disabilities*

The University's Disability Support team 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 Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources 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. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

### *Programme reviews*

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

### *External Examiner reports*

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

### *Student evaluations*

All modules and stages\* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. 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.

\*With the exception of intercalating years and the final stages of undergraduate programmes.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six 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
SPA1071	Compulsory	8, 9, 10	5	6	2,4,6,7,8,9,10,12
SPA1019	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
SPA2061	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
SML3006	Compulsory	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
SEL3026	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3341	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
SEL3349	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
SEL3381	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3006	Optional	1, 2, 3	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
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
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
SEL3382	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SPA4061	Compulsory	8, 9, 10	5	6	2,4,6,7,8,9,10,12
SML4099	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