UNIVERSITY OF ABERDEEN
SCHOOL OF LANGUAGE AND LITERATURE
SESSION 2009-10

M.Litt. in Latin American Studies
Diploma in Latin American Studies

PROGRAMME GUIDE

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1. THE PROGRAMME

The MLitt in Latin American Studies at the University of Aberdeen is a truly interdisciplinary postgraduate degree, as students will study Latin American culture, development and the politics and international relations of the region. Staff expertise from the School of Divinity, History and Philosophy, the School of Language and Literature and the School of Social Sciences will do this. The degree consists of both core courses and a variety of electives, which will allow students to tailor their own degree to their specific interests. In addition, students will write a dissertation on a topic of their own choice. The University of Aberdeen MLitt in Latin America Studies is not only unique to a Scottish University but is also one of only very few in the United Kingdom to have such an interdisciplinary nature.

It is anticipated that this degree will recruit a rich and diverse mix of students from a multiplicity of fields, equipping them to pursue further study in one or more of the many areas: in the Humanities Literary and Visual Studies and/or in the Social Sciences Anthropology, Politics and International Relations adopting Latin America as case study. There are four tracks within the programme depending on the selection of courses: 1. Anthropology 2. Literature and Thought 3. Politics and International Relations 4. Visual Culture

Students can take this programme as a diploma, a stand-alone one-year full-time or two year part-time Master's degree (but immigration regulations prevent overseas students from studying part-time), or as a first step towards an M.Phil. or Ph.D. (subject to admission to a Ph.D. programme either at Aberdeen or elsewhere).

The subject is likely to appeal to those who wish to create a solid foundation on which to build a Ph.D. research proposal in any one of the constituent disciplines or in an area that overlaps two or more of them, and to those who wish to continue to work in the field in their subsequent careers, either in academia or to enter employment as researchers in fields outside the academy, such as branches of the media, or organisations concerned with aspects of human welfare and development, where the knowledge and skills cultivated by the programme are in demand.
2. COURSE STRUCTURE

Students are expected to study over two semesters. In semester one, one compulsory module provides an introduction to key themes in Latin American Studies. In the second semester, students on the M.Litt will take two options from a series of courses to run simultaneously, as well as one /or/ two core courses on the connections between culture and society and politics and International Relations in Latin America. Students for the PgDip will take three options. Each student will take courses worth 60 credits in each semester. Assessment methods vary from course to course but will include essays, reports, presentations and written examinations. M.Litt. students are required to write a dissertation of 12-15,000 words in English. Students who do not wish to write a dissertation will graduate with a diploma.

3. CURRICULUM

Each individual's curriculum must be agreed with the Programme Co-ordinator (for the Head of School), and will be designed to meet the educational needs of the student in the light of the research he or she is likely to wish to undertake later, or to meet the current interests and enthusiasms of those who simply wish to further their understanding of Latin America.

First Half-Session

Compulsory
PI 5014 Themes in Latin American Studies (30 credit points) – Note that research skills are embedded

Electives
FR5009 Encounters: Literature and Thought (20 credits)
FS5006 Current Debates and Controversies in the Visual Arts (20 credits)
IR 5001 Theories and Concepts in International Relations (30 credit points)

Second Half-Session

Compulsory
SP 5501 Culture and Society in Latin America (30 credit points)
and/or
IR 5501 Politics and International Relations in Latin America (30 credit points)

Electives
FR 5514 Comparative Imperialisms (20 credit points)
FS 5503 Collective Visions: Photography and Identity in Latin America and Spain (20 credit points)
GM 5505 Art Matters: The Power of the Aesthetic (20 credit points)
IR 5503 International Human Rights (30 credit points)
IR5504 Gender and Human Rights in a globalizing World (30 credits)
N.B. The final list of options will depend on student choices. Courses that are undersubscribed may not run. Candidates may substitute any of the above optional courses with a course or courses approved as appropriate by the Programme Co-ordinator or Head of School.

4. COURSE DESCRIPTIONS

First Half-Session
4.1 Compulsory Modules:

PI5014 Themes in Latin American Studies (30 credit points)
This course provides an advanced introduction to a variety of topics in Latin American Studies, which will enable students to choose an elective course for the second semester of the MLitt, and also lay the groundwork for those elective courses as well as for the Dissertation that they will write subsequently. The course will introduce a variety of disciplinary approaches, including those of anthropology, history, literary and cultural studies, and politics and international relations, and through these will illuminate a wide range of issues in Latin America.

4.2. Elective Modules:
Students must also take ONE of the following options:

FR5009 Encounters: Literature and Thought (20 credits)
This course provides a theoretical foundation for comparative literature and thought in two complementary ways:
1) the analysis of a series of case studies in cross-cultural traffic of ideas and of cultural forms; 2) the study of key theoretical accounts of cultural encounter, translation and transfer, cultural hospitality and alterity.
These questions are addressed in a range of European and postcolonial contexts, through the close analysis of texts available for study either in the original or in English translation, as befits the academic background of individual students.

FS5006 Current Debates and Controversies in the Visual Arts (20 credits)
This course explores current debates and controversies in the Visual Arts through the study of key articles in leading journals. The course will examine contemporary writing in a range of fields, such as Art Theory, Anthropology, Fine Art, Design, Architecture, Museum Studies, Film Studies, the New Media and Music. It will also include instruction in the key professional skills of presenting work in written form to a specialist academic audience, in accessing library and other relevant resources and in using digital images.

IR 5001 Theories and Concepts in International Relations (30 credit points)
This course lays the foundations for, explores, and critically analyses the main theoretical paradigms and debates in International Relations, and engages with the complexity of debates on concepts in IR. The theoretical topics to be covered include debates on the international system, cooperation, world order, conflict, development, representation and identity. Students will also be introduced to some of the main debates in epistemology and methodology that apply to the discipline.
**Second Half-Session**

**4.3 Compulsory Modules:**

**SP 5501 Culture and Society in Latin America (30 credit points)**
This course provides a more in-depth coverage of issues of culture and society in Latin America than the MLitt core course Themes in Latin American Studies, although the course will also be available for students of other MLitt and MRes programmes, pending approval of the course coordinator. The course will cover a range of topics from the anthropology of indigenous and non-indigenous societies to colonial and modern history and contemporary literature and film. This will also introduce students to a wide range of approaches to Latin American Studies, especially those of anthropology, of history, and of literary and cultural studies.

**IR 5501 Politics and International Relations in Latin America (30 credit points)**
The course will study international, domestic, cultural and ideological factors in contemporary Latin America, and pose analytical, empirical and ethical questions relevant to the region. The course aims to introduce students to the nuances and complexities involved in studying politics and international relations of contemporary Latin America. Its main themes will include dependency theory, liberation theology, revolutions, populism and neopopulism, democratisation, debt and globalisation, regional integration, the region’s international relations, and the study of the Latin American subregions

*(These courses are not compulsory for students taking the PgDip)*

If you exclusively choose School of Language and Literature electives:

**EL 5544 Research Proposal and Literature Review (10 credit points)**
Participants will be asked to identify their own area of investigation in their dissertation, and then will be introduced to the various procedures for identifying what is already known. They will receive instruction on what a good research proposal consists of and will prepare two research proposals suitable for use in AHRC applications.

**4.4 Elective Modules:**
Two or three (for students taking the PgDip) courses from a selection, which may include (subject to change and availability) the following:

**FR 5514 Comparative Imperialisms (20 credit points)**
This course examines the relationship between writing, memory and identity, focusing in particular on the following core topics: theory and practice of autobiography and testimony; questions of gender, sexuality and ethnicity; psychoanalytic theories and approaches. These questions are addressed in a range of European and postcolonial contexts, through the close analysis of texts available for study either in the original or in English translation, as befits the academic background of individual students.

**FS 5503 Collective Visions: Photography and Identity in Latin America and Spain (20 credit points)**
The course will map out the development of photography in the Hispanic world form the beginning of the XX century to contemporary times. The main themes explored by the courses will be: the tensions between tradition and modernisation as explored
by contemporary Spanish photography, the relationship between the Old and New World in photography (particularly in landscapes and portraits), the relationship between memory and photography (case study Argentine) and the impact of social changes in photography (case study Mexico).

**GM 5505 Art Matters: The Power of the Aesthetic (20 credit points)**
This course explores the central role of the aesthetic in modern thought through a series of case studies and close contextual readings of key works by leading modern theorists, available for study either in the original or in English translation, as befits the academic background of individual students.

**IR 5503 International Human Rights (30 credit points)**
The course content includes the historical and philosophical foundations of human rights, specific case analyses of human rights violations, structural, institutional, cultural and individual level theoretical approaches to human rights violations, international and regional organizations and human rights, foreign policy and human rights, and international and national responses to the legacies of human rights violations, for example truth commissions.

**IR 5504 Gender and Human Rights in a globalizing World (30 credits):**
Topics include:
- Theorizing gender/sex 1
- Theorizing gender/sex 2
- Gender matters in the global political economy
- Human rights: sexual violence (Bosnia, Rwanda, Darfur)
- Human rights: trafficking
- Masculinity and militarization 1
- Human rights: trafficking
- Masculinity and militarization 2
- Democracy and citizenship 1
- Democracy and citizenship 2
- Multiculturalism and feminism

**Summer**

*MLitt Candidates only*

**IR 5902/SP 5901 Dissertation: Latin American Studies (MLitt) (60 credit points)**
Students who meet the necessary requirements proceed to the 12-15,000 word dissertation, which is a compulsory part of the MLitt in Latin American Studies. It enables students to pursue in-depth knowledge and original research on a topic of the culture, society, politics or international relations of Latin America, subject to approval of the teaching staff. The dissertation is designed to allow students to extend an interest in some aspect of the degree and to have experience in formulating, designing and conducting their own research investigation. Students will be prepared for this by the core and elective courses of the MLitt programme, by one 2-hour seminar of dissertation-writing training, and by individual supervision [One two-hour workshop in second half-session, followed by independent research under individual supervision].
Students who are admitted to Part 3 of the programme are required to submit a dissertation of 12 – 15000 words, excluding foot/ endnotes, bibliography and appendices. The dissertation, which is weighted as 60 credits, must be submitted by the first Monday in September. Late submission will result in a mark of zero. Students should consult with the appropriate course tutor(s) in choosing the subject area for a dissertation and drafting a title.

At the end of the first semester students intending to proceed to the M.Litt should submit a brief proposal (via the Programme Co-ordinator) to the School Progress Committee, indicating their area of research interest. This will impinge on the teaching arrangements for the Dissertation Preparation course. Their proposals, along with marks from the first half-session, will be considered by the Committee at its meeting in late January. It is up to students, not members of staff, to come up with dissertation topics. Once approved, a supervisor for the dissertation will be appointed by the Head of School.

Titles for dissertations should be submitted to the Programme Co-ordinator by **Friday 14 May** at the very latest. The proposed title should be accompanied by a short supporting statement from a member of the M.Litt teaching staff, with reference to the viability of the topic and the availability of primary source material.

5. **ASSESSMENT PROCEDURES**

Assessment procedures for individual courses are given in the Course Guides along with the dates when work must be submitted. If you are unsure about any aspect of assessment you should consult the course convener in the first instance and thereafter the Programme Co-ordinator. All elements of assessment are marked using the Common Assessment Scale. Details of this are given below:

5.1 **Common Assessment Scale and Grade-Related Criteria**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>20, 19, 18</td>
<td>Outstanding—Distinction</td>
</tr>
<tr>
<td>17, 16, 15</td>
<td>Very good—Commendation</td>
</tr>
<tr>
<td>14, 13, 12</td>
<td>Good Pass</td>
</tr>
<tr>
<td>11, 10, 9</td>
<td>Pass</td>
</tr>
<tr>
<td>8, 7, 6</td>
<td>Marginal Fail</td>
</tr>
<tr>
<td>5 and below</td>
<td>Clear Fail</td>
</tr>
<tr>
<td>0</td>
<td>Token or no submission</td>
</tr>
</tbody>
</table>

The following is a summary of the main qualities which examiners expect to find in answers that attract Distinction, Commendation, Good pass, Pass, and Fail grades. The descriptions apply to the median grade and the higher or the lower figure in each class indicates more or less of the qualities described.

The qualities described are those which will typically characterise work of the mark level assigned. No brief descriptions could comprehend all the qualities that make for excellence, and where significant qualities other than those described appear the mark may take account of them. Also, superior quality in some directions may be judged to compensate for deficiencies in others.
**Distinction: Grades 20, 19, 18**
Use of new information, new methodology or new theory in the discussion of the topic
Original insight and power of analysis.
Excellent grasp of appropriate critical and theoretical concepts.
Evidence of wide reading and discriminating use of secondary material.
Thorough appreciation of historical and other context and relationship to other disciplines.
A firm sense of relevance.
Illuminating and intelligent use of quotation or other illustrative material.
Ability to present well-structured and persuasive argument.
A superior command of English.

**Commendation: Grades 17, 16, 15**
Alert and sensitive response to elements of the topic.
First hand knowledge of a varied range of evidence appropriate to the work, author or topic under discussion, or good knowledge of the varieties of relevant evidence.
Good understanding of critical or theoretical concepts.
Ability to distinguish and deploy relevant material.
Accurate quotation or other illustrative material effectively used.
Well organised use of secondary material.
Orderly presentation of argument.
Clear and effective expression.

**Good Pass: 14, 13, 12**
Insightful response to elements of the topic or sound understanding of its features.
Knowledge of a sufficient number of texts or of sufficient evidence to substantiate general statements.
Apposite quotation or other illustrative material.
Some knowledge of historical and/or theoretical context.
In literary answers some ability to engage in critical debate.
Ability to recognise what a question is ‘getting at’ and to construct a coherent answer which keeps this in view.
Clear and grammatical style.

**Pass: Grades 11, 10, 9**
Some knowledge of a restricted range of elements of the topic.
Limited understanding of critical or technical terms.
Presentation of material which can be seen as relevant without major faults of English, bad discontinuities of thought, or actual plagiarism in the use of thought, or actual plagiarism in the use of secondary material.

**Marginal Fail: Grades 8, 7, 6**
Some attempt at an answer but seriously lacking in content.
Little or no evidence of coherent thinking or organisation.
Apparent ignorance of the material under discussion, or appropriate evidence.

**Clear Fail: Grades 5 and below**
No serious attempt at an answer.
No evidence of coherent thinking or organisation.
No engagement with the material under discussion, or no use of appropriate evidence.

**Fail: Grade 0**
No attempt at an answer or no paper.
5.2 Submission of Written Work

Written work must not be submitted to course tutors but must be submitted to the School Office with a cover sheet (available outside the Office). The secretaries will log its submission.

Late submission
Course conveners may grant extensions of up to one week on medical or other valid grounds. Thereafter extensions can only be granted by Professor Fynsk, the Head of School. There will be no exceptions to this rule, except in the case of illness (which must be certified by a medical certificate within one week of the first day of absence). Late submission of written work where no extension has been agreed will result in a lowering of the mark as follows; minus three points if submitted up to exactly one week after the original submission date. Work submitted beyond this point will be given a NIL grade. Late submission accompanied by a medical certificate will not be penalised, provided the work is handed in within the extension period agreed with the course convener and Head of School.

Poor presentation
Inaccuracies in punctuation, spelling, grammar, idiom, referencing and bibliography, and sloppiness in presentation will be penalised by the deduction of up to 4 marks.

6. GENERAL INFORMATION

6.1 Attendance and punctuality

Attendance and punctuality at all courses is compulsory and registers will be kept at all meetings. Poor attendance and bad conduct will be reported to the School Progress Committee. If you are absent you must contact the course convener without delay to explain the reason. If you absent for medical reasons you must submit a medical certificate to the School Office (not the course convener) within one week of absence.

6.2 Illness

Medical certification and other supportive documentation: The University Regulations state that students who believe that illness and/or other personal circumstances may have affected their performance in an element of assessment must submit written details to the Head of School no later than one week after the due date of the assessment.

6.3 Plagiarism

You are required to familiarise yourself with the contents of the School's handout Guidance on Avoiding Plagiarism, which is available from the School Office.

Plagiarism is defined by the University as follows: ‘the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment. A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as his or her own’.

The mere inclusion of the source in a bibliography is not, in the view of the University, adequate acknowledgement. All quotations must be acknowledged by placing the words copied in quotation marks and by giving the source of the quotation in a footnote or endnote; similarly all paraphrases of other people’s words or ideas must be indicated by giving the source in a footnote or endnote; the source must also be listed in the bibliography.
Plagiarism is a form of intellectual theft, whether the person stolen from is a critic or a fellow student. It is also a form of cheating, and therefore an offence under the University’s Code of Practice on Student Discipline.

If a tutor finds evidence of plagiarism in a student’s work, it will be referred to the Head of School, who will interview the student about the matter. If he or she decides that there are good reasons for believing that plagiarism may have occurred, the matter will be referred to the Academic Registrar for investigation under the University’s Code of Practice on Student Discipline. If the allegation of plagiarism is upheld, the student is liable to be awarded a NIL mark for that element of assessment. When a student is judged to have cheated in any component of assessment for more than one course at level 5, no degree shall be awarded, unless the Investigating Officer or the Disciplinary Committee chooses to impose a lesser penalty.

6.4 Overlap Regulations

M.Litt students are reminded that while written work may build on the oral presentations offered for a course, they may not use work that has already been given credit as part of an essay for another course in the Programme. If students are in any doubt about overlap or wish to write about a text they have written about elsewhere in the Programme they should discuss the issue with their tutor.

6.5 Moderation

As well as being marked by the appropriate course tutor all written assessed work is scrutinised both by a course moderator and the external examiner. Copies of written assessed work will be made once the internal marking process is complete and will be retained by the Programme Co-ordinator so that it is available for the internal and external examining processes.

6.6 Notification of Results

Students are informed of their marks in all courses by the Postgraduate Registry via the student portals some time after the internal and external examination procedure has been completed. Marks for the first semester courses will normally be available by mid-February and marks for second semester courses by late June.

Written work may be returned to students by tutors or via the Office. It is important to note that marks are provisional until work has been scrutinised by the eternal examiner who has the right to alter grades.

6.7 Course Evaluation Forms

In accordance with University Procedure, course evaluation forms will be issued to each student towards the end of the semester. There will be one form for each course in the Programme. The completed forms should be returned to class tutors or to the Programme Co-ordinator by the end of the semester.

6.8 Course Guides

Guides will be available for each course in the M.Litt programme giving full details of the dates and times of classes, the assessment procedures and the work that will be expected of you. Those for the first half-session will be available at advising sessions in Freshers’ Week or at the first meeting of the class, while those for the second half-session will be available at the first meeting of the class.
7. REQUIREMENTS FOR AWARD OF POSTGRADUATE TAUGHT PROGRAMMES

All students commencing a modularised postgraduate taught programme of study in or after 2005/06 will be required to meet the following credit requirements:

- Postgraduate Master’s Degree: 180 credit points, including at least 150 credit points at Level 5
- Postgraduate Diploma: 120 credit points, including at least 90 at Level 5
- Postgraduate Certificate: 60 credit points, including at least 40 at Level 5

This ensures that awards are made in compliance with the Scottish Credit and Qualifications Framework (SCQF). This is a common national Framework for all awards in Scotland. Further information is available at www.scqf.org.uk.

Accordingly, students failing to meet these credit requirements will be governed by the terms of Regulations 7, 8, 9 and 10 of the General Regulations for Taught Postgraduate Awards, as appropriate.

In particular students should note General Regulation 8, which states:

"In the case of a candidate who has failed to complete satisfactorily a prescribed element of degree assessment at the time prescribed by Regulation 7, then the appropriate procedure from (a) to (d) below shall apply.

(a) If, but only if, the failure is on account of illness or other good cause, the candidate shall be required to submit themselves for assessment at the next available opportunity, and shall be permitted to count the result of that assessment towards progression and programme award.

(b) If the failure is the result of absence or non-submission for any other cause, the candidate shall be awarded zero for the assessment concerned and shall not be permitted to progress to the next stage of the programme.

(c) If the candidate has completed the assessment but been awarded a mark on the Common Assessment Scale between 6 and 8 inclusive, and if they would otherwise be permitted to progress to the next stage of the programme, they shall be awarded the same amount of unnamed specific credit, not exceeding 30 credit points in total, at level 3 for a Postgraduate Diploma or for a Master’s Degree and not exceeding 20 credit points in total, at level 3 for a Postgraduate Certificate. Such level 3 credits will count towards achieving the overall credit requirement of the award in question.

(d) If the mark awarded on the Common Assessment Scale is less than 6, the candidate shall not be permitted to progress to the next stage of the programme."


8. PROCEDURES FOR DETERMINING PROGRESSION AND AWARD (GRADE SPECTRUM)

Progression and awards in Taught Postgraduate programmes are governed by the Grade Spectrum (Postgraduate), an excerpt from which is reproduced below. (Full details can be found at [http://www.abdn.ac.uk/quality/appendix7x7.pdf](http://www.abdn.ac.uk/quality/appendix7x7.pdf)). The constituent courses of the MLitt in Latin American Studies are outlined in the University Calendar. The rules governing progression to the dissertation are outlined below. The School Progress Committee meets twice a year and will scrutinise students' marks and adjudicate on their eligibility to proceed to the dissertation, with reference to their overall abilities, particularly in the field of research. Progression and award will normally be based on performance on the following Grade Spectrum, although Examiners retain the final discretion in deciding progression and the Programme award.

8.1 The Grade Spectrum

<table>
<thead>
<tr>
<th>Grade Spectrum</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO PROGRESSION PERMITTED</td>
<td>Normally marks below 9 in elements constituting one quarter of the assessment for the Pg Certificate.</td>
</tr>
<tr>
<td>PROGRESSION FROM THE POSTGRADUATE CERTIFICATE TO THE POSTGRADUATE DIPLOMA</td>
<td>Normally marks at 9 or better in all elements.</td>
</tr>
<tr>
<td>PROGRESSION FROM THE TAUGHT PROGRAMME ELEMENTS TO THE MASTER’S STAGE OF THE DEGREE</td>
<td>Normally marks at 12 or better in elements constituting three quarters of the total assessment for the Pg Diploma; and normally marks at 9 or better in all elements.</td>
</tr>
<tr>
<td>AWARD OF POSTGRADUATE CERTIFICATE OR POSTGRADUATE DIPLOMA</td>
<td>Normally marks at 9 or better in all elements.</td>
</tr>
<tr>
<td>AWARD OF POSTGRADUATE DIPLOMA WITH COMMENDATION</td>
<td>Marks at 15 or better in elements constituting three quarters of the assessment; and normally marks at 12 or better in all elements.</td>
</tr>
<tr>
<td>AWARD OF POSTGRADUATE DIPLOMA WITH DISTINCTION</td>
<td>Marks at 18 or better in elements constituting half of the total assessment; and Marks at 15 or better in elements constituting three quarters of the total assessment; and normally marks at 12 or better in all elements.</td>
</tr>
<tr>
<td>AWARD OF MASTER’S DEGREE</td>
<td>Normally marks at 12 or better in elements constituting three quarters of the total assessment for the Pg Diploma; and normally marks at 9 or better in all elements, inclusive of the project/dissertation.</td>
</tr>
<tr>
<td>AWARD OF MASTER’S DEGREE WITH COMMENDATION</td>
<td>Marks at 15 or better in elements, inclusive of the project/dissertation, constituting three quarters of the total assessment; and normally marks of 12 or better in all elements.</td>
</tr>
<tr>
<td>AWARD OF MASTER’S DEGREE WITH DISTINCTION</td>
<td>Marks at 18 or better in elements, inclusive of the project/dissertation, constituting half of the total assessment; and marks at 15 or better in elements constituting three quarters of the total assessment; and normally marks at 12 or better in all elements.</td>
</tr>
</tbody>
</table>
8.2 The Grade Spectrum defines the threshold standards against which progression and award decisions are made. The Examiners, however, have discretion (in the circumstances defined in Note 4 below) to depart from this norm. Discretion may take account of actual marks within bands. Where discretion is exercised, clear reasons must be identified for doing so and a record kept.

8.3 CAS marks for courses that constitute part of a Postgraduate Taught Programme are provisional— they can be raised or lowered at the Final Examiners’ meeting later in the academic year (with one exception). The exception is that CAS 8 (Not Achieved) may be changed at the Final Examiners' meeting to CAS 9 or above (Achieved), but CAS 9 CANNOT be changed to CAS 8 or lower. Departments must inform the Registry Services Office, on an exception basis, of those marks that have been altered by External Examiners.

8.4 General Regulation 8 for Taught Postgraduate Awards states that "unless exemption is approved by the ASC(Pg), on application, candidates who do not complete satisfactorily a prescribed element of assessment for any course at level 5 may be re-assessed in that element only in exceptional circumstances, and on the unanimous recommendation of the Examiners. In no circumstances shall any candidate be permitted to submit themselves for assessment in any element more than twice."

8.5 A candidate who is registered for, but fails to satisfy the requirements of a Master's Degree, or of a Postgraduate Diploma, or who elects not to proceed to further study, may, if otherwise qualified, be awarded a Postgraduate Diploma or Postgraduate Certificate, suitably designated, as appropriate.

Student appeals against the Programme award which is recommended by the Examiners will be considered under the Guidance Notes on Academic Appeals.
9. CORE SKILLS

In 2001 the Research Councils, acting together, produced a definition of the skills training requirements in postgraduate degrees. This document is reproduced on the next two pages. The School of Language and Literature sees A as treated in Research Skills for Art Historians, Research Proposal and Literature Review and Dissertation Preparation; B is treated in Preparation and Presentation of Scholarly Writing and Research Proposal and Literature Review; C is treated in Introduction to Historical Research and then more particularly in Research Proposal and Literature Review; D treated in all courses and measured in seminar assessments; E and F are treated in Preparation and Presentation of Scholarly Writing and in the Postgraduate Forum; G is not treated in any course, but it is expected that the Programme Co-ordinator will discuss career destinations with each member of the programme in the course of the second semester.

9.1 Joint Statement of the Research Councils’/AHRB’S Skills Training Requirements for Research Students

The Research Councils and the Arts and Humanities Research Board play an important role in setting standards and identifying best practice in research training. This document sets out a joint statement of the skills that doctoral research students funded by the Research Councils/AHRB would be expected to develop during their research training. These skills may be present on commencement, explicitly taught, or developed during the course of the research. It is expected that different mechanisms will be used to support learning as appropriate, including self-direction, supervisor support and mentoring, departmental support, workshops, conferences, elective training courses, formally assessed courses and informal opportunities. The Research Councils and the AHRB would also want to re-emphasise their belief that training in research skills and techniques is the key element in the development of a research student, and that PhD students are expected to make a substantial, original contribution to knowledge in their area, normally leading to published work. The development of wider employment-related skills should not detract from that core objective.

The purpose of this statement is to give a common view of the skills and experience of a typical research student thereby providing universities with a clear and consistent message aimed at helping them to ensure that all research training was of the highest standard, across all disciplines. It is not the intention of this document to provide assessment criteria for research training. It is expected that each Council/Board will have additional requirements specific to their field of interest and will continue to have their own measures for the evaluation of research training within institutions.

(A) Research Skills and Techniques – to be able to demonstrate:
   1. the ability to recognise and validate problems
   2. original, independent and critical thinking, and the ability to develop theoretical concepts
   3. a knowledge of recent advances within one’s field and in related areas
   4. an understanding of relevant research methodologies and techniques and their appropriate application within one’s research field
   5. the ability to critically analyse and evaluate one’s findings and those of others
   6. an ability to summarise, document, report and reflect on progress

(B) Research Environment – to be able to:
   1. show a broad understanding of the context, at the national and international level, in which research takes place
   2. demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research, e.g. confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act
3. demonstrate appreciation of standards of good research practice in their institution and/or discipline
4. understand relevant health and safety issues and demonstrate responsible working practices
5. understand the processes for funding and evaluation of research
6. justify the principles and experimental techniques used in one's own research
7. understand the process of academic or commercial exploitation of research results

(C) Research Management – to be able to:
1. apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
2. design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
3. identify and access appropriate bibliographical resources, archives, and other sources of relevant information
4. use information technology appropriately for database management, recording and presenting information

(D) Personal Effectiveness – to be able to:
1. demonstrate a willingness and ability to learn and acquire knowledge
2. be creative, innovative and original in one's approach to research
3. demonstrate flexibility and open-mindedness
4. demonstrate self-awareness and the ability to identify own training needs
5. demonstrate self-discipline, motivation, and thoroughness
6. recognise boundaries and draw upon/use sources of support as appropriate
7. show initiative, work independently and be self-reliant

(E) Communication Skills – to be able to:
1. write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis
2. construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques
3. constructively defend research outcomes at seminars and viva examination
4. contribute to promoting the public understanding of one's research field
5. effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

(F) Networking and Teamworking – to be able to:
1. develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community
2. understand one's behaviours and impact on others when working in and contributing to the success of formal and informal teams
3. listen, give and receive feedback and respond perceptively to others

(G) Career Management – to be able to:
1. appreciate the need for and show commitment to continued professional development
2. take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability
3. demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia
4. present one's skills, personal attributes and experiences through effective CVs, applications and interviews.
### 10. USEFUL DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22nd Sept 2009</td>
<td>Advising appointments with Dr Nerea Arruti (Taylor Building A42, 10 am-1 pm)</td>
</tr>
<tr>
<td>23rd Sept</td>
<td>Induction meeting: NK10 (New King’s) from 6.30 – 7pm. Welcoming party in the Old Senate Room from 7 – 8.30.</td>
</tr>
<tr>
<td>28 Sept</td>
<td>Commencement of first semester courses.</td>
</tr>
<tr>
<td>Late Nov</td>
<td>Initial meetings to discuss dissertation plans with Dr Nerea Arruti</td>
</tr>
<tr>
<td>Early Dec</td>
<td>Programme meeting: date to be announced.</td>
</tr>
<tr>
<td>Late Jan</td>
<td>School Progress Committee meeting; date to be arranged.</td>
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<tr>
<td>1 Feb</td>
<td>Commencement of second semester courses.</td>
</tr>
<tr>
<td>3-7 May</td>
<td>Students intending to obtain Diploma certificates should complete and submit application forms to Undergraduate Office.</td>
</tr>
<tr>
<td>14 May</td>
<td>Final deadline for submission of dissertation proposals to Head of School.</td>
</tr>
<tr>
<td>Early June</td>
<td>School Progress Committee; date to be arranged.</td>
</tr>
<tr>
<td>End of June</td>
<td>It is not normally possible to emend dissertation titles after the last working day of June.</td>
</tr>
<tr>
<td>6 Sept</td>
<td>Submission of dissertations.</td>
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