PROGRAMME SPECIFICATION FOR Postgraduate Diploma German Studies

Awarding institution: University of St Andrews

Teaching institution: University of St Andrews

Programme type: Postgraduate Taught

Programme title: German Studies

Faculty: Faculty of Arts

School(s): School of Modern Languages (ML)

Language of study: English

Programme length: 1 year full-time or 2 years part-time

SCQF credit level: 11

Contact details: http://www.st-andrews.ac.uk/modlangs/

Admissions criteria: A good Honours degree, normally a 2(i), or equivalent in German or in Arts and Humanities with a sufficient knowledge of German to read the texts in the original language. English Language proficiency as for all Arts Faculty Diploma programmes

Accreditation details: None known

QAA benchmarks: For general QAA information on academic infrastructure see http://www.qaa.ac.uk/academicinfrastructure/default.asp

Route code: TADFMLNXGRD

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Educational aims of programme
This programme will deliver focused specialist study of German, Austrian or Swiss literature, film, and culture; and the linguistics of modern German, at an advanced, research-led level in which students will gain an understanding of how knowledge is created, advanced and renewed. Students will have the opportunity to develop and use a range of specialised research skills and methods, engaging directly with advanced topics including for example modern German, Austrian or Swiss literature, mediaeval German literature, the linguistics of modern German, German-language film and electronic media, German-language popular culture. This programme will encourage in all students a desire to pursue learning with curiosity, integrity, tolerance and intellectual rigour.

Programme outcomes / Graduate attributes
In the course of this programme students will develop programme-specific skills. Students will work with critical understanding of both principal and specialist theories, principles and concepts so that on completing the programme they should be able to demonstrate to a large extent the graduate attributes outlined below.

a) Intellectual skills and attributes
- Ability to construct a coherent argument or debate
- Ability to apply critical analysis, evaluation and synthesis to specialist issues
- Ability to evaluate hypotheses, theories, methods and evidence within their proper contexts
- Ability to reason from the particular to the general
- Ability to identify relevant techniques and concepts to solve problems
- Ability to demonstrate a sophisticated use of a range of resources appropriate to the task at hand
- Ability to solve complex problems by critical understanding, analysis and synthesis
- Capacity for close textual analysis and comparative analysis
- Capacity for close analysis of visual material
- Advanced capacity for deductive reasoning
- Ability to evaluate best practices in a manner appropriate to the task at hand
- Ability to engage directly with current research and developments in the subject
- Ability to engage with primary and secondary material and appreciate the differences between them
- Capacity to show independence of thought
- Demonstration of qualitative methods of analysis
- Demonstration of logical processing of information

b) Professional / subject-specific / practical skills
- Advanced critical skills in textual and linguistic analysis
- Ability to offer advanced analysis of spoken and written texts
- Advanced knowledge of a range of literary and linguistic topics
- Fluency in the use of German
- Expertise in the use of German
- Conversance with the variety of approaches to literature and linguistics
- Ability to articulate an advanced knowledge of literature and linguistics

c) Transferable skills
- Active and reflective learning
- Library research skills
- Collecting, organising and synthesising information
- Independence and initiative
- Creativity and curiosity
• Critical analysis and argument
• Project management
• Advanced IT skills
• Effective and confident communication with peers and more senior colleagues
• Critical reflection on own and others’ roles and responsibilities
• Ability to communicate with rigour in writing
• Professional organisation
• Sophisticated critical reasoning
• Clarity of expression in writing
• Oral presentations with confidence
• Achievement of a practical solution through research, and discussion with others
• Time management and self-discipline
• Decision making
• Team leadership
• Interpretation of complex information of differing kinds
• Rapport building
• Advanced problem solving
• Active engagement and initiative in team working
• Collective responsibility

Teaching, Learning and Assessment strategies
Teaching, learning and assessment are progressive, with both the content and methods of delivery changing to suit the increasing level of complexity in the material, and independence of students, as they work through the programme. The skills and graduate attributes listed above will be accomplished through delivery of the following teaching, learning and assessment strategies appropriate to the programme aims.

a) Teaching and Learning
Students will engage with independent and group study in a supportive framework of teaching and learning. The strategy is to use methods of teaching and assessment that will facilitate learning appropriate to the aims of the programme. The following methods will be employed where appropriate to the level of study and the particular content of each module in the programme.
• Autonomous learning groups
• Independent study activities (supervised and unsupervised)
• Language learning
• Independent, directed reading
• Lectures
• One-to-one discussion
• Project work
• Seminars
• Small group discussion tutorials
• Tutorials
• Workshops

b) Material submitted for assessment
Assessment can be a blend of diagnostic work to determine student needs, formative work submitted for assessment and feedback (but not necessarily for academic credit) or summative work submitted for academic credit.
• Continuous assessment
• Aural comprehension
• AV media presentations
• Commentaries
• Discourse analysis
- Class tests
- Oral presentations
- Unseen written examinations (including close reading exercises, grammar exercises, and/or essays)
- Essay interpretation/translation
- Oral examinations
- Bibliographical exercises
- Summative essays

c) Learning and Teaching support
Students' scholarship skills (in, for example, academic writing, information gathering and academic conduct) will be supported and developed through this programme. The following will be available, where appropriate to the level of study and the particular content of each module in the programme.

- Class handouts/handbooks
- eLearning – web-based and via the virtual learning environment (VLE)
- Written feedback on work submitted (in accordance with School and University policies)
- Library support
- Recommended reading lists and booklets (for the programme and specific modules and courses)
- Access to specialist University support units
- School guidelines for good scholarship
- Office hours and staff availability
- Access to University multi-media centre
- Small group teaching

Programme structure
As with all St Andrews programmes, this taught postgraduate programme is made up of credit bearing modules. Students must earn 120 credits over the duration of the programme. For information about compulsory and optional taught modules please consult the Course Catalogue at http://www.st-andrews.ac.uk/pgstudents/academic/coursecatalogue/2009-2010/. This catalogue describes the detailed structure of the programme and the content of its modules. Students who are unsuccessful in completing all of the modules may exit with an interim award of a Postgraduate Certificate (60 credits).

Full details of the Senate Regulations which cover this taught postgraduate programme can be found at http://www.st-andrews.ac.uk/media/Postgraduate_regulations_2009-2010.pdf.

Distinctive programme features
Among the distinctive features of this programme is the coverage of an unusually wide range of topics, including modern literature, mediaeval literature, film, popular culture, and linguistics.