

1. Programme Title(s) and UCAS code(s):

BA French and English (RQ13)
BA Italian and English (RQ33)
BA Spanish and English (RQ43)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study: Full-Time

b) Type of study: Campus based

4. Registration periods:

The normal period of registration is four years, including a full academic session abroad in the third year (three years, in exceptional circumstances, without year abroad). The maximum period of registration is six years.

5. Typical entry requirements:

A Level:

128 points from 3 A levels. ABB at A2 level. English literature, English language or English language and literature is required at a grade B or above. General Studies accepted as one of the three A2 levels. French/Italian/Spanish, either a grade B in A2, or for beginners, evidence of capacity in another foreign language, usually at A2 level.

For students taking just one language as Beginners, we will accept A*-C grades at GCSE as sufficient evidence of language learning abilities for entry onto the *ab initio* pathway of those programmes.

International Baccalaureate:

Pass diploma with 30 points, including 6 in Higher Level English and evidence of capacity in a foreign language, usually at A2 grade B or IB grade 6 higher level.

European Baccalaureate:

Pass with 77% overall, including English and a language at grade 7 (or equivalent) to be included in that figure.

Access to HE Courses:

Pass relevant Access to Higher Education Diploma with, 45 level 3 credits with 30 at distinction including a minimum of 12 English credits at distinction, and a recent review of written work. Also evidence of A2 level capacity in a foreign language.

Other national and international qualifications welcomed.

Mature students welcomed. Alternative qualifications considered for mature students.

6. Accreditation of Prior Learning:

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case and subject to the general provisions of the University APL policy.

7. Programme aims:

The programme aims:

- to enable students to explore their interest in English and French/Italian/Spanish literature and language, including the study of literary history and genre, as well as the culture and societies of French/Italian/Spanish and French/Italian/Spanish-speaking countries;
- to enable students to develop and demonstrate a range of skills necessary for the study of English and French/Italian/Spanish at undergraduate and postgraduate level;
- to provide an intellectually challenging and stimulating curriculum drawing on the research expertise and teaching strengths in English and Modern Languages;
- to develop students' ability to access and transform information, to communicate clearly and effectively in both English and French/Italian/Spanish, and to present their findings in a professional manner;
- to develop students' skills in close reading and literary analysis;
- to foster students' initiative, independent thinking and judgement, including research skills;
- to deliver learning opportunities through lectures, seminars, workshops and individual supervision;
- to enable students to demonstrate an ability in the skills of examinations, essays, portfolios, oral presentations, and group projects;
- to equip students with subject-specific and transferable skills in preparation for employment in a wide area including teaching, academic research, marketing, journalism, law, trainee management, publishing, translating, administration, media and the arts, travel and tourism, leisure industry, hotel and catering, social work;
- to equip all students with a high degree of proficiency in the use of French/Italian/Spanish Language as a medium for expression and communication, both written and spoken, through a programme of progressive tuition based on authentic documentation (press, film, literature and broadcast media), academic texts and exposure to native speakers;
- to provide students with a comprehensive knowledge and understanding of the cultures, communities and societies where French/Italian/Spanish is used, through approaches which draw upon key ideas, concepts and methodologies shared with other disciplines, including literary, cultural and film studies, historical, social and political;
- to promote intercultural awareness and understanding through the lived experience of time spent abroad and through the development of analytical skills of comparing, contrasting and mediating between cultures and societies

8. Reference points used to inform the programme specification:

- QAA Benchmark Statement for Languages and Related Studies
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf>
- QAA Benchmark Statement for Linguistics
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Linguistics-15.pdf>
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes:

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| (a) Discipline specific knowledge and competencies | | |
| (i) Mastery of an appropriate body of knowledge | | |
| <p>Demonstrate mastery of an appropriate body of literary, critical and linguistic knowledge and practice pertaining to English literature and French/Italian/Spanish language and culture.</p> <p>Knowledge of the structures, registers and varieties of French/Italian/Spanish.</p> <p>Knowledge and critical understanding of the cultures and societies of France/Italy/Spain and French/Italian/Spanish-speaking countries</p> | <p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p> <p>Spoken and written language classes, including language-laboratory classes. On-line grammar practice. Summer programmes and year abroad.</p> <p>Cultural studies programmes, requirement to watch TV news from target countries, lectures and seminars throughout the course</p> | <p>Essays, essay-based examinations, seminar presentations, group projects, seminar discussions, blogs annotated reviews of literature.</p> <p>Weekly assignments, including exercises marked online, examinations, role plays and presentations.</p> <p>Essays, portfolios, presentations, examinations.</p> |
| (ii) Understanding and application of key concepts and techniques | | |
| <p>Demonstrate skills of a close reader of literary texts</p> <p>Demonstrate a knowledge and understanding of the English Language in its historical and literary dimensions.</p> <p>Demonstrate knowledge of and application of a variety of methodological approaches to the study of English</p> <p>Demonstrate an understanding of literary history and literary genre.</p> <p>Demonstrate an understanding of the principles of phonology, syntax and discourse required to analyse French/Italian/Spanish.</p> <p>Techniques for translating and interpreting between target and source languages.</p> <p>Techniques for the analysis of texts (literary, filmic, journalistic).</p> | <p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p> <p>Language classes including translation and interpreting seminars.</p> <p>Textual analysis classes, film or news, including sequence analysis, language classes.</p> | <p>Essays, essay-based examinations, seminar presentations, group projects, seminar discussion.</p> <p>Tests and examinations.</p> <p>Contextualised translation and interpreting tasks.</p> <p>Essays, seminar presentations, textual and sequence analysis examinations</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| (iii) Critical analysis of key issues | | |
| <p>Analyse literary texts for their formal, thematic and rhetorical significance.</p> <p>Demonstrate self-consciousness about critical methods</p> <p>Demonstrate understanding of the history of literature and the historical differences between texts.</p> <p>The ability to analyse through appropriate methodologies aspects of the literatures, cultures, linguistic contexts, history, political and social structures of target countries.</p> | <p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p> <p>Lectures, seminars, independent reading and research.</p> | <p>Essays, essay-based examinations, seminar presentations, group projects, seminar discussions, literature reviews.</p> <p>Essays, seminar presentations, examinations, contributions to discussion.</p> |
| (iv) Clear and concise presentation of material | | |
| <p>Present arguments in a variety of written and oral formats</p> <p>Ability to give a presentation in French/Italian/Spanish on the topic of cultural or social political interest.</p> <p>Ability to present a coherent arguments based on research and personal synthesis of material.</p> | <p>Seminars, tutorials and lectures.</p> <p>Seminars, Class presentations.</p> | <p>Essays, essay-based examinations, seminar presentations, group projects, seminar discussions, literature reviews.</p> <p>Assessed presentations, oral examinations.</p> <p>Assessed essays and examinations.</p> |
| (v) Critical appraisal of evidence with appropriate insight | | |
| <p>Marshall appropriate evidence in close reading, interpretation and contextualization.</p> <p>Use evidence effectively in the construction of arguments.</p> <p>Ability to synthesise and evaluate relevant literature and Internet material on the subjects studied.</p> <p>Awareness of cultural and political reference Systems in target countries.</p> | <p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p> <p>Research tasks, portfolios.</p> <p>Lectures, seminars, independent reading, requirement watch TV news in target language.</p> | <p>Essays, essay-based examinations, seminar presentations, group projects, seminar discussions and literature reviews.</p> <p>Assessed research projects, portfolios.</p> <p>Essays, examinations, reporting back news in spoken language classes.</p> |
| (vi) Other discipline specific competencies | | |
| <p>Demonstrate imagination, sensibility and linguistic fluency.</p> <p>Intercultural awareness and understanding.</p> | <p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p> <p>Seminar discussion, study of literature, socio-political issues, cinema, current use, role play and drama, the periods of residence abroad.</p> | <p>Essays, essay-based examinations, seminar presentations, group projects, seminar discussion.</p> <p>Seminar presentations, essays, role play.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| <i>(b) Transferable skills</i> | | |
| (i) Oral communication | | |
| <p>Participate effectively in group discussion.</p> <p>Present arguments in a range of registers and to audiences with different needs.</p> <p>Fluent, accurate and appropriate communication in target language.</p> <p>Ability to give well-structured and effective oral presentations demonstrating awareness of audience.</p> <p>Ability to mediate and interpret between target and source cultures.</p> | <p>Seminars, workshops, presentation of teamwork projects.</p> <p>Spoken language classes, language laboratory sessions, residence abroad.</p> <p>Seminar presentations, oral examination practice followed by feedback.</p> <p>Translating and interpreting tasks.</p> | <p>Oral presentations.</p> <p>Role-play exercises and simulations, oral examinations.</p> <p>Assessed seminar presentations, oral examinations.</p> <p>Assessed translating and interpreting tasks.</p> |
| (ii) Written communication | | |
| <p>Present written arguments of varying lengths and levels of formality.</p> <p>Demonstrate clarity, fluency and coherence in written expression.</p> <p>Production of texts of various types demonstrating accuracy and appropriate discourse conventions.</p> <p>Ability to produce accurate translations between target and source languages.</p> | <p>Lectures, seminars, workshops, supervisions, tutorials.</p> <p>Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types.</p> <p>Translation classes.</p> | <p>Essays, essay-based examinations, contribution to seminar discussion.</p> <p>Assessed language tasks, examination.</p> <p>Assessed translation tasks, examination.</p> |
| (iii) Information technology | | |
| <p>Ability to use IT effectively both as a means of communication and as an aid to learning.</p> <p>Use IT for bibliographic and archive searches, data analysis.</p> | <p>On-line grammar practice, other CALL or TiLE activities, bulletin boards in target languages, use of internet for research, use of IT to present material.</p> <p>Seminars, lectures, workshops, independent research, supervisions, directed reading, written assignments, induction programme, computer practical classes, data analysis.</p> | <p>On-line and CALL or TiLE exercises as requirement, critical appraisal of internet material in presentations, including blogs and wiki tools.</p> <p>Essays, seminar presentations, essay group-projects, computer-based exercises, problem-based exercises.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| (iv) Numeracy | | |
| <p>Ability to interpret graphs and extract relevant information.</p> <p>Ability to interpret statistics and numerical trends and express them coherently on oral and written formats.</p> | <p>Seminars, Group projects</p> <p>Analysis of current affairs documents in oral and written language classes, and content modules, including socio-political contexts.</p> <p>Work placement preparation guidance.</p> | <p>Group projects and reports</p> <p>Assessed oral presentations, summaries and essays. Work placement report.</p> |
| (v) Team working | | |
| <p>Team-management and group-working skills, collaborative planning and problem solving</p> | <p>Pair and group tasks in seminars and oral classes, group projects</p> | <p>Assessed group tasks, self-assessment of group-working skills. Blogs and wiki tools.</p> |
| (vi) Problem solving | | |
| <p>Solve literary critical, historical and linguistic theoretical problems.</p> <p>Design a research methodology.</p> <p>Ability to identify, describe and analyse problems and to devise appropriate strategies for their resolution.</p> | <p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, teamwork.</p> <p>Assignment tasks involving increasing levels of critical engagement as course proceeds, error analysis through use of marking system.</p> | <p>Essays, essay-based examinations, seminar presentations, seminar discussions, group projects computer-based exercises.</p> <p>Coursework assignments, examinations, research projects, interpreting skills, ability to self-correct language work.</p> |
| (vii) Information handling | | |
| <p>Identify, retrieve and manipulates textual, literary and critical sources and information. Transform the significance of this information in the construction of arguments.</p> <p>Understanding of information and referential structure of texts.</p> <p>Ability to produce translations, résumés in the target language and between target and source languages.</p> <p>Ability to make a personal synthesis of information gathered from paper, audio-visual and electronic sources in target and native languages.</p> | <p>Seminars, lectures, supervisions, worked up, directed reading, written assignment, independent research, computer practical classes, teamwork.</p> <p>Language classes, interpreting tasks, comprehension exercises.</p> <p>Work on résumé and translation in language classes.</p> <p>Research tasks, seminar presentations, oral examinations based on dossier of material.</p> | <p>Essay, essay-based examinations, seminar presentations, group projects, seminar discussion, computer-based exercises, problem-based exercises.</p> <p>Assessed comprehension tasks.</p> <p>Assessed résumés and translations.</p> <p>Essays, presentations.</p> <p>Interpreting tasks.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| (viii) Skills for lifelong learning | | |
| Strategies for self-monitoring and continued maintenance and development of skills in target languages. | Development of metalinguistic awareness through language classes, grammar lecture, tasks designed to expand target language repertoire. | Language assignments, ability to self-correct. PDP record. |
| Effectiveness and self-awareness as an independent learner. | Research tasks, independent, critical and analytical reading and viewing. | Essays, research projects. |
| Reflect on your own and others' learning. | | |
| Manage time and resources available to you. | | |

10. Progression points:

This degree programme follows the University's standard progression rules set out in [Senate Regulation 5](#). However, all core language modules must be passed in order to progress to the following year of the programme and must be passed at Honours level (40%+). Final Year core language programmes must be passed at Honours level in order to graduate.

11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in [Senate Regulation 5](#)

12. Special features

Consolidation of linguistic skills and opportunity for cultural enrichment at an early stage of the course through three-week summer programme at end of Year 1, involving tuition from native speakers at a University and linguistic immersion through local accommodation.

Opportunity for total immersion in the target language and culture by the provision of one full academic session spent in France/Italy/Spain or a French/Italian/Spanish-speaking country during the third year (depending on programme of study).

Opportunity for the development of study skills in target country universities following a guided programme of learning for the period spent abroad.

13. Indications of programme quality

Modern Languages

External examiners' reports consistently emphasize the quality of the student learning experience and the high standard of teaching and of assessment. They also favourably comment on the careful design of our modules' intended learning outcomes and their meeting the requirements of the QAA benchmark statements in all its key elements.

Modern Languages at Leicester achieves regularly very high scores in the National Student Survey. In the 2017 NSS Modern Languages achieved an overall satisfaction score of 97.4% (JACS subject area of 'European Languages and Area Studies'). Students' comments praise in particular the vibrant and supportive student-staff community within Modern Languages.

Modern Languages at Leicester was ranked 8th nationally in the Guardian university league table 2017.

95% of the School's research is recognised internationally.

English

We are currently 28th in The Complete University Guide. We have consistently excellent results in the National Student Survey with ratings of 90% or over since the survey began in 2005, and 91% in 2016. Positive reports of the quality and efficiency of examinations and assessment procedures from External Examiners note, for example, that the School 'has an impressive range of forms of assessment across all three years', 'has good students who are being taught well across the board', and is 'delivering impressive feedback' and marking. In the 2012 Periodic Developmental Review (previously last conducted in 2004), the panel's report on the School was extremely positive: 'Throughout discussions with both staff and students the Panel noted a very collegial and student-centred approach to all the School's activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel was impressed with the knowledge of the Chairs of the School's committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the [then] Head of School who actively and knowledgeably oversaw the School's activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA Codes of Practice and the University Codes of Practice.

14. External Examiners

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

Appendix 1: Programme structure (programme regulations)

There are two main routes through the core language modules on this programme: One for students with well-developed abilities in a language other than English and their native language, and one for students without such abilities. The former group of students take the programme with advanced language skills; the latter group of students take the programme *ab initio*. For example, an advanced French student will take FR1010 Advanced French Language in year 1, followed by FR2010 Post-Advanced French Language in year 2. A beginners level student will take FR1020 French Beginners and FR1021 French Beginners in year 1 followed by FR2018 French Post-Beginners in year 2. These students will be taught together in final year language groups. The same pattern applies to other languages. Please see the diagrams below.

Notes:

- 1) *Optional modules are listed at the end of each year; they may be subject to change from year to year and will not run if under-recruiting.*
- 2) Students whose native language is either French, Italian or Spanish, and who wish to study this language as part of their degree programme at Leicester, will normally be required to substitute 30 credits of ELTU modules from the range EL2001-EL2024 for the core language modules (FR1010 or IT1010 or SP1010). Students with native speaker fluency in both English, and the language they wish to study as part of their degree programme at Leicester, will be required to substitute 30 credits of cultural modules taken from the range on offer in the relevant language or ML modules for the relevant core language modules.

FIRST YEAR

Students are required to attend a compulsory three-week summer school (**ML2007: Modern Language Summer School**, 0 credits), organised by the School of Modern Languages and in one of the languages they are studying, during the long vacation at the end of the first year. Students studying at beginner's level must go to the summer school in that language.

| SEMESTER 1 (60 credits) | SEMESTER 2 (60 credits) |
|---|--|
| <p>CORE</p> <p>15 credits of language: <i>either:</i> FR1010/IT1010/SP1010 French/Italian/Spanish Language (Advanced) (30 credits, year long)</p> <p><i>or:</i> FR1020/IT1020/SP1020 French/Italian/Spanish Language (Beginners) 1</p> <p>EN1020 A Literary Genre: The Novel (30 credits)</p> <p>FR1050/IT1028/SP1022 Introduction to French/Italian/Spanish Studies (15 credits) (as aligned with the language being studied)</p> | <p>CORE</p> <p>15 credits of language: <i>either:</i> FR1021/IT1021/SP1021 French/Italian/Spanish Language (Beginners) 2</p> <p>OPTIONS</p> <p>1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied)</p> <p>AND EITHER EN1050 Renaissance Drama (30 credits) OR EN1037 Describing Language (15 credits) AND EN1040 The History of the English Language (15 credits)</p> |

Modern Languages Cultural Studies Modules

Option modules may be subject to change from year to year.

| | | credits |
|--------|--|---------|
| FR1014 | Twentieth-Century French Literature | 15 |
| FR1027 | Introduction to Francophonie | 15 |
| IT1027 | Authors and Genres | 15 |
| IT1029 | Italy since 1945 | 15 |
| SP1031 | Introduction to Latin American Literature & Film | 15 |
| SP1041 | Introduction to Spanish Literature & Film | 15 |

SECOND YEAR

| SEMESTER 1 (60 credits) | SEMESTER 2 (60 credits) |
|--|---|
| CORE | CORE |
| FR2010/IT2024/SP2010 French/Italian/Spanish Language (Post-Advanced) (30 credits, year long) <i>or (if language in Year 1 was taken as Beginners):</i> FR2018/IT2005/SP2005 French/Italian/Spanish Language (Post-Beginners) (30 credits, year long) | |
| EN2320 Renaissance Literature (30 credits) | EN2050 Love Wars: Gender, Writing and Society 1660 – 1789 (15 credits) |
| | EN2060 Concepts in Criticism (15 credits) |
| OPTIONS | OPTIONS |
| 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied) | 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied) |

Modern Languages Cultural Studies Modules

Option modules may be subject to change from year to year.

| | | credits |
|--------|---|---------|
| FR2032 | Introduction to French Linguistics | 15 |
| FR2042 | Challenging Perspectives: Conflict and Relations in French Culture | 15 |
| FR2044 | Bande dessinée | 15 |
| FR2045 | Media and Cultural Practices in France | 15 |
| FR2046 | French Urban Space | 15 |
| FR2047 | History and Memory in French Literature and Culture | 15 |
| IT2012 | History of Italian Cinema | 15 |
| IT2016 | Italian Society and Culture under Fascism | 15 |
| SP2022 | The Mexican-US Border | 15 |
| SP2023 | The Spanish Civil War in Literature and Film | 15 |
| SP2035 | Contemporary Mexican Cinema | 15 |
| SP2037 | Hispanic Documentary Film | 15 |
| SP2042 | The Spanish Silver Age (1900 to 1950): A Revolution in Language | 15 |
| SP2070 | Latino/a Literature & Culture in the United States | 15 |
| SP2071 | South American Narratives of Dictatorship and Exile | 15 |
| ML2060 | Languages in the Classroom (for Advanced Students of French or Spanish)** | 15 |

* available only to Advanced Students of French or Spanish

THIRD YEAR

Students are required to spend a full academic session abroad between the second and final years, following approved courses at a university in France, Belgium, Canada, Switzerland, Italy, Spain or Latin America (Mexico, Colombia), or alternatively as an assistant in a school in one of those countries. Students also have the option of doing a work placement, subject to departmental approval.

| SEMESTER 1 | SEMESTER 2 |
|---|------------|
| CORE | |
| ML3032 Year Abroad Placement Evaluation: Study or Work (Year Long) (30 credits) | |
| ML3035 Language Skills (Year Long) (90 credits) | |

FOURTH YEAR

| SEMESTER 1 (60 credits) | SEMESTER 2 (60 credits) |
|---|---|
| CORE | CORE |
| FR3111/IT3010/SP3010 French/Italian/Spanish Language (Proficiency) (30 credits, year long) | |
| OPTIONS | OPTIONS |
| 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied) | 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied) |
| AND EITHER | AND EITHER |
| EN3010: Dissertation (30 credits) | EN3340: Post-war to Postmodern: Literature 1945 – Present Day (30 credits) |
| OR TWO OF THE FOLLOWING: | OR TWO OF THE FOLLOWING |
| 1 x 15 credit module from the English Special Subject Modules list (15 credits) | 1 x 15 credit module from the English Special Subject Modules list (15 credits) |
| EN3147 Romanticism: Revolutionary Writing from Blake to Shelley (15 credits)_ | EN3030 Modern Literature (15 credits) |
| EN3028 “Victorians: from Oliver Twist to The Picture of Dorian Gray” (15 credits) | EN3040 Post-war to Postmodern: Literature 1945 – Present Day (15 Credits) |

Modern Languages Optional Cultural Studies Modules

Option modules may be subject to change from year to year

| | credits |
|---|----------------|
| FR3051 Bilingual Writing and Self-Translation: Literature in a Cross-Cultural Perspective | 15 |
| FR3125 Immigration and Ethnicity in Colonial and Post-Colonial France | 15 |
| FR3140 Norms and Margins in French Cinema | 15 |
| FR3202 Interpreting French | 15 |
| FR3208 Gender and Power in Contemporary France | 15 |
| IT3136 Contemporary Italian Fiction | 15 |
| IT3139 Post-war Italian Directors | 15 |
| IT3144 Visions of Modernity | 15 |
| SP3134 Boom Literature: Language and Creation | 15 |
| SP3140 Cinematic Representations of Latin America: Local versus Global | 15 |
| SP3145 The Cinema of Luis Buñuel | 15 |
| SP3155 Putumayo: the history and culture of a Latin American conflict zone | 15 |
| SP3162 Contemporary Women's Writing in Spain | 15 |
| SP3165 Spain and its Others | 15 |
| SP3182 Spanish Horror Cinema | 15 |
| ML3020 Teaching English to Speakers of Other Languages (1) | 15 |
| ML3021 Teaching English to Speakers of Other Languages (2) | 15 |
| ML3176 Extended Essay* | 15 |

***Students wishing to undertake a Modern Languages extended essay in final year should note that this is available by successful application to the Section Coordinator only. Selection will be based on the student's prior academic performance and the strength of the research plans that they are able to present.**

English Special Subject Modules

Precise options available will need to be confirmed, and usually include research-focused modules

| | | |
|--------|---|----|
| AM3021 | Literatures of Protest: Reading and Political Action | 15 |
| AM3022 | Autobiography and American Literature | 15 |
| AM3024 | Forms of Modern Poetry | 15 |
| EN3078 | Love and Death: The Nineteenth Century Novel in Russia and France | 15 |
| EN3102 | Feminist Fiction | 15 |
| EN3105 | War, Trauma and the Novel | 15 |
| EN3115 | Church and State in Medieval Literature | 15 |
| EN3119 | Writing Voices | 15 |
| EN3124 | Woman and the Feminine in Medieval and Renaissance Literature | 15 |
| EN3128 | Late Victorian Gothic: Texts and Context | 15 |
| EN3141 | Representing the Holocaust | 15 |
| EN3142 | Criminal Women in Early Modern Literature | 15 |
| EN3143 | English Around the World | 15 |
| EN3144 | The Thatcher Factor | 15 |
| EN3146 | Love and Sex in Old English Literature | 15 |
| EN3147 | Romanticism: Revolutionary Writing from Blake to Shelley | 15 |
| EN3151 | Classical Worlds: Translation and Reception | 15 |
| EN3158 | Jane Austen: The Novels, their Contexts and their Adaptations | 15 |
| EN3159 | Modern European Fiction | 15 |
| EN3160 | Advanced Old English | 15 |
| EN3167 | English Place Names | 15 |
| EN3169 | Detective Fiction | 15 |
| EN3171 | Historical Fiction | 15 |
| EN3172 | Libertine Literature 1660-1690 | 15 |
| EN3174 | Writing Prose Fiction | 15 |
| EN3175 | Understanding Screenplays | 15 |
| EN3193 | Writing the English Revolution: Literature and Politics in Milton and Marvell | 15 |
| EN3194 | Tragedy | 15 |
| EN3199 | Clinical Encounter? | 15 |
| EN3202 | Green Unpleasant Land: Britain's Colonial Countryside | 15 |
| EN3204 | Writing for Laughs | 15 |
| EN3205 | Multilingual and multicultural communities | 15 |
| EN3206 | Language, Power and Persuasion | 15 |
| EN3208 | Sex and Sensibility: Women, Writing, Revolution | 15 |
| EN3209 | The Living and the Dead | 15 |
| EN3216 | Life and Fate: Russian Literature from Pushkin to Grossman | 15 |

Appendix 2: Module specifications

See module specification database: <http://www.le.ac.uk/sas/courses/documentation>

15. Guided Independent Study

CONTENT MODULES

Guided Independent Study: Indicative Activities

Each student uses their independent study time differently, but as a broad guide, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Lecture, seminar and tutorial preparation (20%)
Lecture, seminar and tutorial revision (20%)
Assessment preparation (35%)
Reflecting on assessment feedback (5%)
Wider reading/research (20%)

LANGUAGE MODULES

Guided Independent Study: Indicative Activities

Each student uses their independent study time differently, but as a broad guide, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Class preparation (20%)
Class revision (15%)
Assessment preparation (30%)
Reflecting on assessment feedback (15%)
Immersion in the Target Language (20%)