UNIVERSITY OF LEICESTER

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

   BA Modern Languages and Translation with a year abroad (16Q9)
   BA Modern Languages with Translation with a year abroad (7Q19)

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: Three A levels (ABB/BBB) or equivalent.

   Students taking Modern Languages and/with Translation BA must have an A-level (minimum grade B) or equivalent in the modern language that they wish to study (French, Spanish or Italian). If studying two modern languages they must have an A-level (minimum grade B) or equivalent in one of these, and can take the second language at Beginners level.

   This programme also includes a unique pathway Modern Languages and Translation BA for Chinese/Arabic native speakers, whereby they can learn French, Italian or Spanish at Beginners level (if they do not have an A-level equivalent in one of those languages), while practicing translation to and from English and their first language (Chinese or Arabic). For non-native English speakers, one A-level equivalent must be in English.

   European Baccalaureate Pass with 77% overall. *(including grade 8 in any required languages and grade 6 in English)*

   International Baccalaureate Pass Full Diploma with *30* points overall. *(including grade 6 at HL in any required languages). Must meet English Language requirements.*

   Hong Kong Diploma of Secondary Education (HKDSE) at ABB A-level equivalent (5,4,4) from two elective subjects and core Chinese. IELTS 6.5 or HKDSE core English 4.

   IELTS 6.5 and A-level equivalent in English from Mainland China. Also accepted the Gaokao from the following provinces: Beijing, Guangdong, Shanghai.

6. **Accreditation of Prior Learning:**

   Students who hold the Chartered Institute of Linguists Diploma in Public Service Interpreting for French, Spanish or Italian (or other languages to be offered for translating/interpreting in the future) with Merit or Distinction, or equivalent qualifications will not be required to take the BA Translation Modules "Introduction to interpreting", "Introduction to translating" and "Consecutive interpreting".

   Students who hold the Chartered Institute of Linguists Diploma in Translation for French, Italian or Spanish (or other languages to be offered for translating/interpreting in the future) with Merit or

Distinction, or equivalent qualifications, will not be required to take the BA Translation Modules "Introduction to interpreting" (15 credits), "Introduction to translating" (15 credits), "Practical Translation 1" (15 credits), "Practical Translation 2" (15 credits) and "Advanced Translation" (15 credits).

It is not possible to claim Accreditation of Prior Learning for both qualifications together.

The Prior Learning Accreditation will not be graded.

For the Modern Languages and/with Translation BA programmes, 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 ensure that upon completion of their period of study students have:

   - to equip all students with a high degree of proficiency, both written and spoken, in their chosen European language and to provide them with an in-depth cultural knowledge of the countries where that language is spoken, through a programme of progressive linguistic and cultural studies tuition based on authentic documentation, texts and film in those languages, and exposure to native speakers.
   - To enable all students to acquire advanced textual analysis skills.
   - To enable all students to acquire advanced translation skills.
   - To provide all students with a solid foundation in interpreting.
   - To generate enhanced intercultural awareness amongst the degree candidates.
   - To facilitate the acquisition of explicit knowledge and understanding of the functions of language.
   - To enable students to acquire an understanding of the translation profession.
   - To develop in the degree cohort a critical awareness of key ideas and concepts from the two fields of Modern Languages Studies and Translation Studies.
   - To stimulate problem-solving skills by promoting the ability to question, and to discuss and develop coherent arguments.
   - To provide stimuli and the skills of research, analysis and presentation necessary for further study at postgraduate level where appropriate.
   - To develop the transferable skills required for autonomous learning and which ensure the employability of graduates

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
   - QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
   - University of Leicester Learning Strategy
     http://www2.le.ac.uk/offices/sas2/quality/learnteach
   - University of Leicester Employability strategy
   - University of Leicester Periodic Developmental Review (2014)
   - National Student Survey
   - First Destinations Data
   - Graduate survey
   - External examiners' reports
   - Annual Development Review

9. Programme Outcomes:

Modern Languages and Translation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Knowledge of the structures, registers and regional varieties of the target languages, and of the commonalities and differences between them. Knowledge and critical understanding of the cultures and societies of the target-language countries. Knowledge of the history and development of translation and interpreting studies and practices. Knowledge of how translators and interpreters and scholars of translation and interpreting have approached translating and interpreting activities across history up to and including the present.	Spoken and written language classes including language laboratory classes; On-line/VLE grammar practice activities Summer School language and cultural programmes A year studying abroad in target-language countries Cultural studies programmes Translation studies theoretical and practical modules Guided reading Seminars and in-class discussion	Preparation of weekly formative assignments, including exercises marked on-line; examinations; oral role-plays and presentations in the target language(s); active and engaged participation in class discussions. Summative essays, portfolios, presentations and examinations.
(ii) Understanding and application of key concepts and techniques		
Understanding of the principles of phonology, syntax and discourse required to analyse and deploy the target languages.	• lectures and seminars; • independent reading and private study; • in-class discussions; • feedback on class participation and on assessed work • weekly language classes from years one to four, covering the four key skills	Formative and summative essays and presentations demonstrating that they can write and speak critically about key concepts in the fields of Modern Language Studies and Translation Studies, and use them in the formulation of arguments responsive to relevant issues.
Knowledge of and ability to apply/adopt techniques for/ approaches to the analysis of a variety of forms of cultural texts (literary, filmic, journalistic).	• Cultural studies lectures and seminars examining literature, visual culture, and cultural histories; • Guided reading; • Seminars and in-class discussion	Active and engaged participation in formative In-class discussions
The ability to describe and discuss the core concepts relevant to translation and interpreting studies and theory.	• Lectures in the theory, history and practice of Translation Studies; • seminars; • guided reading; • in-class discussion	Active and engaged participation in formative In-class discussions.
The ability to apply techniques of oral and written text analysis in the target and native languages.	• Lectures and seminars in translation practice; • Exercises in text analysis, translation and interpreting	Active and engaged participation in formative In-class discussions.
The ability to sight translate, translate, interpret and edit a variety of text types using a variety of technical translation tools, including translation memories and subtitling programmes.	• Lectures and seminars in translation practice; • exercises in translation and interpreting; • the examination of others' analysis, translations and interpretations.	Students' abilities in the analysis, sight translation, translation and interpretation of texts will be assessed through: • Practical assignments in text analysis, sight translating, translating and interpreting. • Critical evaluative comments on their own and others' analyses, translations and interpretations. • Formative in-class discussions.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
The ability to extract information from a range of written and spoken sources.	• Practical exercises and workshops including sessions using the interpreting booths	Students' abilities in the analysis, sight translation, translation and interpretation of texts will be assessed through: • Practical assignments in text analysis, sight translating, translating and interpreting. • Critical evaluative comments on their own and others' analyses, translations and interpretations. • Formative in-class discussions.
Knowledge of and the ability to apply techniques for collecting reliable data (questionnaires, interviews, observation), and recognition of the ethical issues involved.	• Lectures and seminars; • In-class discussions; • Guided reading; • Preparation for projects, presentations, and assignments; • Feedback on class participation and on assessed work	Students' abilities to collect and analyse data and to extract information from written and spoken sources will assessed through: • Project presentations • The Translation Project • The Dissertation/Extended Essay/ Extended Translation
The ability to plan, design and execute research and investigations, either as a member of a group or individually.	• Lectures and seminars; • In-class discussion; • Preparation for and delivery of projects, presentations and assignments	• Project presentations and assessed projects; • Essays and examinations.
The ability to function linguistically and socially in several cultures.	• The Summer School and the Year Abroad; • Language classes and workshops.	• Year Abroad projects and exams; • Language examinations
The ability to use language creatively and precisely for a range of purposes and audiences.	• Lectures and seminars; • Language classes; • Presentations and projects.	• Essays and exams; • Language projects and portfolios; • Presentations.
The ability to reflect critically and make judgements in light of evidence and argument.	• Lectures; • Seminars; • In-class discussion and presentations	• Essays • Presentations; • Formative and summative examinations.
The ability to extract and synthesise key information from written and spoken sources.	• Lectures and seminars; • Language classes and workshops • Presentations and in-class discussion	• Language projects and assignments; • Essays; Examinations.
(iii) Critical analysis of key issues		
The ability to analyse, through appropriate methodologies, aspects of the literatures, cultures, linguistic contexts, histories, and political and social structures of the target-language countries.	Lectures and seminars. Formative In-class discussions. Guided reading. Formative and summative essay writing. Independent preparation for projects and presentations. Feedback on class participation and on assessed work.	Essays. Formative and summative individual and group presentations. Formative in-class discussions. Formative and summative examinations.
Knowledge of the key issues in the theory and practice of translating and interpreting, including issues affecting the translating and interpreting professions.	Lectures and seminars. Formative In-class discussions. Guided reading. Formative and summative essay writing. Independent preparation for projects and presentations. Feedback on class participation and on assessed work..	Essays. Formative and summative individual and group presentations. Formative in-class discussions. Formative and summative examinations.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
The ability to analyse, discuss, evaluate and participate in debates on these issues	Lectures and seminars. Formative In-class discussions. Guided reading. Formative and summative essay writing. Independent preparation for projects and presentations. Feedback on class participation and on assessed work..	Essays. Formative and summative individual and group presentations. Formative in-class discussions. Formative and summative examinations.
(iv) Clear and concise presentation of material		
The ability to present coherent arguments and descriptions concisely and clearly, orally and in writing in their working languages, citing evidence appropriately and producing comprehensive list of references consistent with a set of referencing conventions	Lectures and seminars. In-class discussions. Guided reading. Essay writing. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Formative and summative essays and presentations. In-class discussions. Summative written and oral examination.
(v) Critical appraisal of evidence with appropriate insight		
Ability to synthesise and evaluate relevant sources on the subjects studied.	Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks.
Awareness of cultural and political reference systems in the target-language countries.	Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks.
Ability to describe and use, under supervision, basic techniques for collecting and analysing data.	Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks.
Ability to evaluate competing interpretations of data.	Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vi) Other discipline specific competencies		
Intercultural awareness and understanding.

Acquisition of translating and interpreting skills.

Familiarity with the genre conventions of a variety of text types.

Ability to describe, discuss and evaluate the relationship between sound, image and language in multi-media texts.

Ability to produce subtitles using relevant subtitling programmes and techniques.

Ability to demonstrate understanding of the principles of screen translating.

Research skills required for development of relevant background knowledge and terminology preparation for interpreting tasks.

Understanding of the translation profession. | Participation in seminar discussions. The in-depth study of literature, visual cultures, current news. Periods of residence in target country. Hands-on practice in translation and interpreting activities. Analysis of texts and of existing translations and subtitles of a variety of text types. Class demonstrations and discussions. Guided reading. Individual research for simulated tasks. | Seminar presentations both individual and in groups. Essay writing. Role-play activities in language classes. Preparation of critical commentaries on students' own and others' subtitles. Practical language and translation exercises. The Translation Project. The Year Abroad and/ or the Year in Industry. |
(b) Transferable skills		
(i) Oral communication		
The ability to speak fluently, accurately and in a contextually-appropriate manner in the target languages.	Spoken language classes, language laboratory sessions, and a year-long period of residence abroad.	Formative and summative role-play exercises and simulations.
The ability to give well-structured and effective oral presentations demonstrating awareness of audience the target languages.	Seminar presentations, oral examination practice followed by feedback.	Oral examinations.
The ability to mediate and interpret between target and source cultures.	Translating and interpreting tasks.	Assessed translating and interpreting tasks.
(ii) Written communication		
The ability to communicate fluently, accurately and in a contextually- appropriate manner in writing in the target languages.

The ability to produce texts of various types demonstrating accuracy and appropriate discourse conventions in both the target languages.

The ability to produce accurate translations between target and source languages. | Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types. Written assignments and feedback on them. Self and peer evaluations tasks. Practice essays and translations. The Year Abroad and/or in Industry. | Formative and summative written language tasks including examinations.

Formative and summative translation tasks, including examinations. |

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Information technology		
The ability to use IT effectively both as a means of communication and as an aid to learning. The ability to search electronic databases for the purposes of research, store the results, and produce a variety of electronic documents. Knowledge of and ability to use electronic tools for translation. The ability to evaluate such tools critically in the context of different desired translating outcomes. The ability to use IT skills to communicate by email and other electronic means (Twitter, Facebook, blogs, etc.).	On-line grammar practice. Use of University and other VLEs. Other Computer-Assisted Language Learning (CALL) or Technology in Literacy Education (TiLE) activities. Use of the Internet and online databases for research purposes. Use of IT skills to present material in oral presentations and written pieces of work.	Successful participation in on-line, CALL or TiLE exercises. Successful participation in University VLE-based (Blackboard) activities such as reflective seminar blogs. Activities involving the critical appraisal of internet material in submission of word processed coursework assignments. Practical assignments which will include critical evaluations of the resources used.
(iv) Numeracy		
The ability to interpret graphs and extract relevant information. The ability to interpret statistics and numerical trends and express them coherently in oral and written formats. The ability to produce information presented in the form of graphs, diagrams and tables in response a given rubric.	Practical exercises involving data analysis, especially of language corpora. Analysis of statistics in current affairs documents in oral and written language classes, and in cultural studies modules. Through guided preparation for work placements.	The presentation of relevant information in essays. Via the translation project. Via the dissertation/extended essay. Via assessed oral presentations, summaries and essays. Via the work placement report for the Year Abroad (where relevant.
(v) Team working		
Team-management skills. The ability to work with others towards achieving a common goal.	Group projects and presentations. Pair, small group and plenary tasks in oral classes and in seminars.	Group project and presentation assignments. Assessed group tasks. Self-assessment of group-working skills.
(vi) Problem solving		
The ability to identify, describe and analyse problems. The ability to devise appropriate strategies for their resolution alone or in consultation with others and through guided research for solutions.	Assignment tasks involving increasing levels of critical engagement as course proceeds. Responding to error analysis provided in assignment feedback. Identifying and discussing translation problems in their own and others' translation/interpreting practice. Consulting with experts in the preparation of translations. Guided research using a variety of resources in the preparation of translations and in the preparation for interpreting tasks.	Coursework assignments. Examinations. Research projects. The ability to self-correct language work. Annotation of translations. The translation project. Formative and summative presentations. The dissertation/extended essay.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vii) Information handling		
Understanding of information and referential structures of a variety of written and oral/aural texts.

The ability to produce résumés in the target language and between target and source languages.

The ability to make a personal synthesis of information gathered from paper, audio-visual and electronic sources in both target and native languages.

The ability to search out information stored on paper, electronically or visually.

The ability to present a focused, directed and clear discussion of such information.

The ability to evaluate alternative analyses of a given data set. | Lectures and seminars.

Practical formative and summative assignments.

In-class discussions.

Language classes and language comprehension exercises.

Work on résumé skills in language classes.

Translation classes and tasks.

Research tasks.

The carrying out of seminar presentations and oral examinations based on a dossier of material. | Assessed comprehension tasks.

Assessed résumés and translations.

Essays, dissertations/extended essay, presentations. |
| **(viii) Skills for lifelong learning** | | |
| Strategies for self-monitoring and continued maintenance and development of skills in target languages.

Effectiveness and self-awareness as an independent learner.

The ability to undertake self-directed study and learning, with appropriate time-management.

The ability to work independently to reinforce, consolidate and update their language and translation skills | Skills for lifelong learning will be acquired by way of the programme as a whole, as its ethos and aims are very much focused on life after university. Translators and interpreters must continuously update their linguistic, cultural and subject knowledge, and this will be emphasised throughout the programme classes and activities. Students will therefore be equipped to continue their professional and personal development through the metalinguistic awareness they develop via language classes and via tasks designed to expand target language repertoire. | Research tasks.

Independent, critical and analytical reading and viewing.

Language and translation assignments.

Students' ability to self-correct.

The successful completion of the translation project and the dissertation/extended essay in particular, since these – and especially the dissertation/extended essay – encourage independent research and thought. |

Modern Languages with Translation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Knowledge of the structures, registers and regional varieties of the target languages, and of the commonalities and differences between them. Knowledge and critical understanding of the cultures and societies of the target-language countries. Knowledge of the history and development of translation and interpreting studies and practices. Knowledge of how translators and interpreters and scholars of translation and interpreting have approached translating and interpreting activities across history up to and including the present	Spoken and written language classes including language laboratory classes; On-line/VLE grammar practice activities; The first year 'Core Skills for Language Learners' module; Summer School language and cultural programmes; A year studying abroad in target-language countries; Cultural studies programmes; Interaction with language in-use via global Press and Television media; Lectures and seminars; Guided reading; Independent reading and private study; In-class discussions; Feedback on class participation and on assessed work	Preparation of weekly formative assignments, including exercises marked on-line; examinations; oral role-plays and presentations in the target language(s); active and engaged participation in class discussions. Summative essays, portfolios, presentations and examinations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Understanding of the principles of phonology, syntax and discourse required to analyse and deploy the target languages. Knowledge of and ability to apply/adopt techniques for/ approaches to the analysis of a variety of forms of cultural texts (literary, filmic, journalistic). The ability to describe and discuss the core concepts relevant to translation and interpreting studies and theory. The ability to apply techniques of oral and written text analysis in the target and native languages. The ability to sight translate, translate, interpret and edit a variety of text types using a variety of technical translation tools, including translation memories and subtitling programmes. The ability to extract information from a range of written and spoken sources. Knowledge of and the ability to apply techniques for collecting reliable data (questionnaires, interviews, observation), and recognition of the ethical issues involved. The ability to plan, design and execute research and investigations, either as a member of a group or individually. The ability to function linguistically and socially in several cultures. The ability to use language creatively and precisely for a range of purposes and audiences. The ability to reflect critically and make judgements in light of evidence and argument. The ability to extract and synthesise key information from written and spoken sources.	Lectures and seminars; Guided reading; Independent reading and private study; In-class discussions; Feedback on class participation and on assessed work Students acquire textual analysis skills and translating and interpreting skills through: Weekly language classes from years one to four, covering the four key skills areas: reading, writing, listening and speaking. Cultural studies classes examining literature, visual culture, and cultural histories. The examination of others' analyses, translations and interpretations. Exercises in text analysis, translating and interpreting. In-class discussions. Feedback on class participation and on assessed work. Practical exercises and workshops including sessions using the interpreting booths. Students acquire data collection skills through: Lectures and seminars; In-class discussions; Guided reading; Preparation for projects, presentations, and assignments; Feedback on class participation and on assessed work	Students' conceptual and technical abilities are assessed by: Formative and summative essays and presentations demonstrating that they can write and speak critically about key concepts in the fields of Modern Language Studies and Translation Studies, and use them in the formulation of arguments responsive to relevant issues; Active and engaged participation in formative In-class discussions. Students' abilities in the analysis, sight translation, translation and interpretation of texts will be assessed through: Practical assignments in text analysis, sight translating, translating and interpreting. Critical evaluative comments on their own and others' analyses, translations and interpretations. Formative in-class discussions. Students' abilities to collect and analyse data and to extract information from written and spoken sources will assessed through: Project presentations The Translation Project The Dissertation/extended essay.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Critical analysis of key issues		
The ability to analyse, through appropriate methodologies, aspects of the literatures, cultures, linguistic contexts, histories, and political and social structures of the target-language countries. Knowledge of the key issues in the theory and practice of translating and interpreting, including issues affecting the translating and interpreting professions. The ability to analyse, discuss, evaluate and participate in debates on these issues	Lectures and seminars. Formative In-class discussions. Guided reading. Formative and summative essay writing. Independent preparation for projects and presentations. Feedback on class participation and on assessed work	Essays; Formative and summative individual and group presentations; Formative in-class discussions; Formative and summative examinations
(iv) Clear and concise presentation of material		
The ability to present coherent arguments and descriptions concisely and clearly, orally and in writing in their working languages, citing evidence appropriately and producing comprehensive list of references consistent with a set of referencing conventions. Ability to synthesise and evaluate relevant sources on the subjects studied. Awareness of cultural and political reference systems in the target-language countries. Ability to describe and use, under supervision, basic techniques for collecting and analysing data. Ability to evaluate competing interpretations of data.	Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Formative and summative essays and presentations; In-class discussions. Summative written and oral examinations.
(v) Critical appraisal of evidence with appropriate insight		
Ability to synthesise and evaluate relevant sources on the subjects studied. Awareness of cultural and political reference systems in the target-language countries. Ability to describe and use, under supervision, basic techniques for collecting and analysing data. Ability to evaluate competing interpretations of data.	Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work.	Assessed research projects, including essays. Formative and summative examinations. Oral presentation tasks.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vi) Other discipline specific competencies		
Intercultural awareness and understanding.

Acquisition of translating and interpreting skills.

Familiarity with the genre conventions of a variety of text types.

Ability to describe, discuss and evaluate the relationship between sound, image and language in multi-media texts.

Ability to produce subtitles using relevant subtitling programmes and techniques.

Ability to demonstrate understanding of the principles of screen translating.

Research skills required for development of relevant background knowledge and terminology preparation for interpreting tasks.

Understanding of the translation profession. | Participation in seminar discussions.

The in-depth study of literature, visual cultures, current news.

Periods of residence in target country.

Hands-on practice in translation and interpreting activities.

Analysis of texts and of existing translations and subtitles of a variety of text types.

Class demonstrations and discussions.

Guided reading.

Individual research for simulated tasks. | Seminar presentations both individual and in groups.

Essay writing.

Role-play activities in language classes.

Preparation of critical commentaries on students' own and others' subtitles.

Practical language and translation exercises.

The Translation Project.

The Year Abroad and/ or the Year in Industry |
| *(b) Transferable skills* | | |
| **(i) Oral communication** | | |
| The ability to speak fluently, accurately and in a contextually-appropriate manner in the target languages.

The ability to give well-structured and effective oral presentations demonstrating awareness of audience the target languages.

The ability to mediate and interpret between target and source cultures. | Spoken language classes, language laboratory sessions, and a year-long period of residence abroad.

Seminar presentations, oral examination practice followed by feedback.

Translating and interpreting tasks. | Formative and summative role-play exercises and simulations.

Oral examinations.

Assessed translating and interpreting tasks. |

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Written communication		
The ability to communicate fluently, accurately and in a contextually- appropriate manner in writing in the target languages. The ability to produce texts of various types demonstrating accuracy and appropriate discourse conventions in both the target languages. The ability to produce accurate translations between target and source languages.	Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types. Written assignments and feedback on them. Self and peer evaluations tasks. Practice essays and translations. The Year Abroad and/or in Industry.	Formative and summative written language tasks including examinations. Formative and summative translation tasks, including examinations.
(iii) Information technology		
The ability to use IT effectively both as a means of communication and as an aid to learning. The ability to search electronic databases for the purposes of research, store the results, and produce a variety of electronic documents. Knowledge of and ability to use electronic tools for translation. The Ability to evaluate such tools critically in the context of different desired translating outcomes. The ability to use IT skills to communicate by email and other electronic means (Twitter, Facebook, blogs, etc.)	On-line grammar practice. Use of University and other VLEs. Other Computer-Assisted Language Learning (CALL) or Technology in Literacy Education (TiLE) activities. Use of the Internet and online databases for research purposes. Use of IT skills to present material in oral presentations and written pieces of work.	Successful participation in on-line, CALL or TiLE exercises. Successful participation in University VLE-based (Blackboard) activities such as reflective seminar blogs. Activities involving the critical appraisal of internet material in submission of word processed coursework assignments. Practical assignments which will include critical evaluations of the resources used.
(iv) Numeracy		
The ability to interpret graphs and extract relevant information. The ability to interpret statistics and numerical trends and express them coherently in oral and written formats. The ability to produce information presented in the form of graphs, diagrams and tables in response a given rubric.	Practical exercises involving data analysis, especially of language corpora. Analysis of statistics in current affairs documents in oral and written language classes, and in cultural studies modules. Through guided preparation for work placements.	The presentation of relevant information in essays. Via the translation project. Via the dissertation/extended essay. Via assessed oral presentations, summaries and essays. Via the work placement report for the Year Abroad (where relevant).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Team working		
Team-management skills. The ability to work with others towards achieving a common goal.	Group projects and presentations. Pair, small group and plenary tasks in oral classes and in seminars.	Group project and presentation assignments. Assessed group tasks. Self-assessment of group-working skills.
(vi) Problem solving		
The ability to identify, describe and analyse problems. The ability to devise appropriate strategies for their resolution alone or in consultation with others and through guided research for solutions.	Assignment tasks involving increasing levels of critical engagement as course proceeds. Responding to error analysis provided in assignment feedback. Identifying and discussing translation problems in their own and others' translation/interpreting practice. Consulting with experts in the preparation of translations. Guided research using a variety of resources in the preparation of translations and in the preparation for interpreting tasks.	Coursework assignments. Examinations. Research projects. The ability to self-correct language work. Annotation of translations. The translation project. Formative and summative presentations. The dissertation/extended essay.
(vii) Information handling		
Understanding of information and referential structures of a variety of written and oral/aural texts. The ability to produce résumés in the target language and between target and source languages. The ability to make a personal synthesis of information gathered from paper, audio-visual and electronic sources in both target and native languages. The ability to search out information stored on paper, electronically or visually. The ability to present a focused, directed and clear discussion of such information. The ability to evaluate alternative analyses of a given data set.	Lectures and seminars. Practical formative and summative assignments. In-class discussions. Language classes and language comprehension exercises. Work on résumé skills in language classes. Translation classes and tasks. Research tasks. The carrying out of seminar presentations and oral examinations based on a dossier of material.	Assessed comprehension tasks. Assessed résumés and translations. Essays, dissertations/extended essay, presentations.

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. Effectiveness and self-awareness as an independent learner. The ability to undertake self-directed study and learning, with appropriate time-management. The ability to work independently to reinforce, consolidate and update their language and translation skills.	Skills for lifelong learning will be acquired by way of the programme as a whole, as its ethos and aims are very much focused on life after university. Translators and interpreters must continuously update their linguistic, cultural and subject knowledge, and this will be emphasised throughout the programme classes and activities. Students will therefore be equipped to continue their professional and personal development through the metalinguistic awareness they develop via language classes and via tasks designed to expand target language repertoire.	Research tasks. Independent, critical and analytical reading and viewing. Language and translation assignments. Students' ability to self-correct. The successful completion of the translation project and the dissertation/extended essay in particular, since these – and especially the dissertation/extended essay – encourage independent research and thought

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**

    This is an innovative programme which allows undergraduate students who have A-level (or equivalent) skills in French, Italian or Spanish to combine the advancement of their modern language studies with training in the practical skills required to translate (mainly) and (to a lesser degree) interpret from and into those languages.

    This programme also includes a unique pathway for Chinese/Arabic native speakers, whereby they can learn French, Italian or Spanish at Beginners level (if they do not have an A-level equivalent in one of those languages), while learning and practicing translation to and from English and their first language (Chinese or Arabic).

    Consolidation of linguistic skills and opportunity for cultural enrichment is provided at an early stage of the course through a three-week summer programme in France, Italy or Spain at the end of Year 1, involving tuition from native speakers at a University and complete linguistic immersion through accommodation with local families.

    The opportunity of a total immersion in the target language and culture by the provision of a year-long stay in a country where the target language is spoken during the third year. For the processes in place for the year abroad, see Appendix 1.

    The opportunity for further development of autonomous study skills in universities abroad following a guided programme of learning for the period spent abroad.

    Students will be offered the opportunity to take a certification test in the use of the translation memory software, TRADOS, with guidance from teaching staff in preparation for the test.

In terms of the practical requirements of these two degree programmes, a suite of recently refurbished language laboratories and a self-access language learning centre are available, and TRADOS and subtitling software can be accessed on dedicated computers. A suite of 5 interpreting booths, housing 10 students in total, has recently been acquired.

One of the special features of these two degree programmes is that students will have a chance in their final year to conduct a piece of independent research and/or to take part in simulating different roles in professional translation workflow. Both of which are designed to develop students' generic skills in problem solving, communicating, information gathering and working either independently and/or as a team.

13. Indications of programme quality

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.

14. External Examiners

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

Appendix 1: Programme structure (programme regulations)

Students on the Modern Languages and Translation programme of study will take one language (French, Italian or Spanish) at advanced level. However, Chinese/Arabic native speakers, who do not have an A-level equivalent in one of those languages), can take French, Italian or Spanish at Beginners level, while studying translation to and from English and their first language (Chinese or Arabic).

Students on the Modern Languages with Translation programme of study will take two languages. For students taking Modern Languages WITH translation, there are two main routes through the core language modules in 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. 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.

MODERN LANGUAGES AND TRANSLATION

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 the language they are studying, during the long vacation at the end of the first year**.**

SEMESTER 1 (60 credits)	SEMESTER 2 (60 credits)
CORE	CORE
either	
FR1010/IT1010/SP1010 French/Italian/Spanish Language (Advanced) (30 credits, year long)	
or	
FR1020/IT1020/SP1020 French/Italian/Spanish c 1 (15 credits) *	FR1021/IT1021/SP1021 French/Italian/Spanish Language (Beginners) 2 (15 credits) *
TS1001: Introduction to Interpreting (15 credits)	TS1004: Introduction to Translation Studies (15 credits)
TS1002: Introduction to Translating (15 credits)	
	TS1005: General Translation (15 credits)
FR1050/IT1028/SP1022 Introduction to French/Italian/Spanish Studies (15 credits) (as aligned with the language being studied)	**OPTIONS**
	1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied)

* The Beginners language modules can only be taken by Chinese/Arabic native speakers.

If these students have an A level equivalent in French, Italian, or Spanish they will take the Advanced language modules in that language.

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**
either FR2010/IT2024/SP2010 French/Italian/Spanish Language (Post-Advanced) (30 credits) *or*: FR2018/IT2005/SP2005 French/Italian/Spanish Language (Post-Beginners) (30 credits, year long) *	
TS2003: Practical Translation (15 credits)	TS2005: Consecutive Interpreting (15 credits)
TS2004: Electronic Tools for Translators (15 credits)	TS2006: Translation Studies (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)

* The Post-Beginners language modules can only be taken by Chinese/Arabic native speakers.
If these students entered with an A level equivalent in French, Italian, or Spanish they will continue in year 2 with the Post-Advanced language modules in that language.

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
IT2011	Italian Linguistics	15
IT2012	History of Italian Cinema	15
IT2016	Italian Society and Culture under Fascism	15
SP2022	The Mexican-US Border: History, Culture, Identity	15
SP2035	Contemporary Mexican Cinema	15
SP2036	Drugs and Displacement in Contemporary Colombian Culture	15
SP2037	Hispanic Documentary Film	15
SP2070	Latino/a Literature & Culture in the United States	15
ML2020	The Latin World: Ancient, Medieval and Modern	15
ML2021	Nations and Narrations	15
ML2060	Languages in the Classroom (for Advanced Students of French or Spanish)**	15

**only available to students of Advanced French and Spanish only

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	
FR3111/IT3010/SP3010 Final Year French/Italian/Spanish Language (Proficiency) (30 credits, year long)	
OPTIONS **Modern Languages** 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied) **Translation Studies** 1 x 15 credit option module from: TS3001: Conference Interpreting I (15 credits)* TS3003 Advanced Translation (15 credits) TS3004 Audiovisual Translation (15 credits)	**OPTIONS** **Modern Languages** 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied) **Translation Studies** **Either** 2 x 15 credit option modules from: TS3002 Conference Interpreting 2 (15 credits)** TS3005 Managing Translation Project (15 credits) TS3006 Extended Translation (15 credits) **Or** TS3007: Dissertation (30 credits)

*TS2005 is a prerequisite for Occurance A students wishing to take TS3001
** TS3001 is a prerequisite for Occurance A students wishing to take TS3002

Modern Languages Cultural Studies Modules
Option modules may be subject to change from year to year.

		credits
FR3125	Immigration and Ethnicity in Colonial and Post-Colonial France	15
FR3140	Norms and Margins in French Cinema	15
FR3208	Gender and Power in Contemporary France	15
IT3136	Contemporary Italian Fiction	15
IT3336	Contemporary Italian Fiction	15
IT3139	Post-war Italian Directors	15
IT3146	Made in Italy. Italian design and fashion in the 20th and 21st century	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
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.**

MODERN LANGUAGES WITH TRANSLATION

Students who begin this programme of study will take two languages (from French, Italian and Spanish - at least one of which must be at advanced level, the other may be taken *ab initio*). In Year 2, students may continue with both languages or, alternatively, they may choose to study one language only (which must be a language taken at advanced level in Year 1). Please see the diagram below.

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)
CORE	**CORE**
Language 1:	
FR1010/IT1010/SP1010 French/Italian/Spanish Language (Advanced) (30 credits, year long)	
Language 2::	
either: FR1020/IT1020/SP1020 French/Italian/Spanish Language (Beginners) 1 (15 credits) *or:*	*either:* FR1021/IT1021/SP1021 French/Italian/Spanish Language (Beginners) 2 (15 credits) *or:*
FR1010/IT1010/SP1010 French/Italian/Spanish Language (Advanced) (30 credits, year long)	
either: TS1001: Introduction to Interpreting (15 credits) *or* TS1002: Introduction to Translating (15 credits) FR1050/IT1028/SP1022 Introduction to French/Italian/Spanish Studies (15 credits) (as aligned with one of the languages being studied)*	*either:* TS1004: Introduction to Translation Studies (15 credits) *or* TS1005: General Translation (15 credits) **OPTIONS** 1 x 15 credit module from the Modern Languages Cultural Studies Modules list (as aligned with one of the languages being studied)*

* Students' choices here must comprise one from each of the two languages.

Modern Languages Cultural Studies Modules
Option modules may be subject to change from year to year.

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

One Language Route

SEMESTER 1 (60 credits)	SEMESTER 2 (60 credits)
CORE	
FR2010/IT2024/SP2010 French/Italian/Spanish Language (Post-Advanced) (30 credits, year long)	
OPTIONS	**OPTIONS**
2 x 15 credit modules from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied)	2 x 15 credit modules from the Modern Languages Cultural Studies Modules list (as aligned with the language being studied)
either: TS2003: Practical Translation (15 credits) *or:* TS2004: Electronic Tools for Translators (15 credits)	*either:* TS2005: Consecutive Interpreting (15 credits) *or:* TS2006: Translation Studies (15 credits)

Two Languages Route

SEMESTER 1 (60 credits)	SEMESTER 2 (60 credits)
CORE	
Language 1: FR2010/IT2024/SP2010 French/Italian/Spanish Language (Post-Advanced) (30 credits, year long)	
Language 2: *either*: FR2018/IT2005/SP2005 French/Italian/Spanish Language (Post-Beginners) (30 credits, year long) *or (if Language 2 in Year 1 was taken as Advanced):* FR2010/IT2024/SP2010 French/Italian/Spanish Language (Post-Advanced) (30 credits)	
OPTIONS	**OPTIONS**
1 x 15 credit module from Modern Languages Cultural Studies list (as aligned with one of the languages being studied)*	1 x 15 credit module from Modern Languages Cultural Studies list (as aligned with one of the languages being studied)*
either: TS2003: Practical Translation (15 credits) *or:* TS2004: Electronic Tools for Translators (15 credits)	*either:* TS2005: Consecutive Interpreting (15 credits) *or:* TS2006: Translation Studies (15 credits)

*Students studying two languages must choose one cultural studies module from each languages.

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 Dessinee	15
FR2045	Media and Cultural Practices in France	15
FR2046	French Urban Space	15
FR2047	History and Memory in French Literature and Culture	15
IT2011	Italian Linguistics	15
IT2012	History of Italian Cinema	15
IT2016	Italian Society and Culture under Fascism	15
SP2022	The Mexican-US Border: history, Culture, Identity	15
SP2035	Contemporary Mexican Cinema	15
SP2036	Drugs and Displacement in Contemporary Colombian Culture	15
SP2037	Hispanic Documentary Film	15
SP2070	Latino/a Literature & Culture in the United States	15

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.

One Language Route

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

Two Languages Route

SEMESTER 1 (60 credits)	SEMESTER 2 (60 credits)
CORE	CORE
ML3030 Year Abroad Placement Evaluation: Study or Work (Semester 1) (15 credits)	ML3031Year Abroad Placement Evaluation: Study or Work (Semester 2) (15 credits)
ML3033 Language Skills (Semester 1) (45 credits)	ML3034 Language Skills (Semester 2) (45 credits)

FOURTH YEAR

One language Route

SEMESTER 1 (60 credits)	SEMESTER 2 (60 credits)
CORE	
FR3111/IT3010/SP3010 Final Year French/Italian/Spanish Language (Proficiency) (30 credits, year long)	
OPTIONS **Modern Languages** 2 x 15 credit modules from Cultural Studies list (as aligned with the language being studied)	**OPTIONS** **Modern Languages** 2 x 15 credit modules from Modern Languages Cultural Studies list (as aligned with the language being studied)
Translation Studies 1 x 15 credit option module from: TS3001: Conference Interpreting I (15 credits)* TS3003: Advanced Translation (15 credits) TS3004 Audiovisual Translation (15 credits)	**Translation Studies** 1 x 15 credit option module from: TS3002 Conference Interpreting II (15 credits)** TS3005 Managing Translation Project (15 credits) TS3006 Extended Translation (15 credits)

Two languages Route

SEMESTER 1 (60 credits)	SEMESTER 2 (60 credits)
CORE	
Language 1: FR3111/IT3010/SP3010 French/Italian/Spanish Language (Proficiency) (30 credits, year long) Language 2: FR3111/IT3010/SP3010 French/Italian/Spanish Language (Proficiency) (30 credits, year long)	
OPTIONS **Modern Languages** 1 x 15 credit module from Modern Languages Cultural Studies list (as aligned with one of the languages being studied)*	**OPTIONS** **Modern Languages** 1 x 15 credit module from Modern Languages Cultural Studies list (as aligned with one of the languages being studied)*
Translation Studies 1 x 15 credit option module from: TS3001: Conference Interpreting I (15 credits)* TS3003: Advanced Translation (15 credits) TS3004 Audiovisual Translation (15 credits)	**Translation Studies** 1 x 15 credit option module from: TS3002 Conference Interpreting II (15 credits)** TS3005 Managing Translation Project (15 credits) TS3006 Extended Translation (15 credits)

*Students studying two languages must choose one Modern Languages Cultural Studies module from each language.
*TS2005 is a prerequisite for Occurance A students wishing to take TS3001
** TS3001 is a prerequisite for Occurance A students wishing to take TS3002

Modern Languages 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
FR3208	Gender and Power in Contemporary France	15
IT3136	Contemporary Italian Fiction	15
IT3336	Contemporary Italian Fiction	30
IT3139	Post-war Italian Directors	15
~~IT3144~~	~~Visions of Italian Modernity~~	~~15~~
IT3146	Made in Italy. Italian design and fashion in the 20th and 21st century	15
~~SP3134~~	~~Boom Literature: Language and Creation~~	~~15~~
~~SP3139~~	~~Novela de la Selva~~	~~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
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.**

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%)