Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

Date created: 22/03/2023 **Last amended:** 23/04/2026 **Version no.** 3

1. Modern Languages and Translation BA and code:

Modern Languages and Translation with a Year Abroad (R901)

a) HECOS Code

HECOS Code	%
100329	50% or 75%
101130	50 % or 25%

b) UCAS Code (where required)

R901

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BA Modern Languages and Translation with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

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) or equivalent. Students taking the Modern Languages and Translation BA can study one or two languages alongside translation. They must have at least one A-level (minimum grade B) or equivalent in at least one of the modern languages that they wish to study (French, Spanish or Italian). If studying two modern languages the second language can be studied from Beginner level.

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 practicing translation to and from English and their first language (Chinese or Arabic). For this pathway, for non-native English speakers, one A-level equivalent must be in English.

Other qualifications/equivalents accepted are: European Baccalaureate Pass with 77% overall (including grade 8 in any required languages and grade 6 in English where relevant); International Baccalaureate Pass Full Diploma with 30 points overall (including grade 6 at HL in any required languages). All applicants must meet UoL 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 are the Gaokao from the following provinces: Beijing, Guangdong, Shanghai.

6. Accreditation of Prior Learning

For the Modern Languages and 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:

• 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 Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education 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

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Knowledge of the structures, registers and regional varieties of the target languages, and of the commonalities and differences between them.	Spoken and written language classes including language laboratory classes	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.
Knowledge and critical understanding of the cultures and societies of the target-language countries.	On-line/VLE grammar practice activities	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.
Knowledge of the history and development of translation and interpreting studies and practices.	Summer School language and cultural programmes	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.
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.	A year studying abroad in target-language countries	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?
	Cultural studies programmes	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.
	Translation studies theoretical and practical modules	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.
	Guided reading	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.
	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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.	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.

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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 targetlanguage 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
The ability to communicate fluently, accurately and in a contextually- appropriate manner in writing in the target 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?
The ability to produce texts of various types demonstrating accuracy and appropriate discourse conventions in both the target 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.
The ability to produce accurate translations between target and source languages.	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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Team-management skills.	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.
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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, audiovisual 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

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%+).

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

a) Course transfers

Internal Course Transfers

MFL Pathway:

Students on this programme will be allowed to switch pathways at the end of Year One of their studies should they wish, by dropping one of their languages for study. I.e., a student studying two languages from French, Italian and Spanish can choose to focus only on one of those languages from Y2 onwards.

Course transfers at the end of Y1 cannot be to the single-language route focusing on a language started at beginner level.

Chinese/Arabic + MFL Pathway:

The same transfer options will not apply to students on the Chinese/Arabic pathway, as they will only be studying one MFL from the start of their programme.

External Course Transfers:

Requests for direct transfer into Y2 on these programmes will be examined by relevant staff members on a case-by-case basis. Equivalent core modules in both Modern Languages and Translation Studies will be required. Equivalent relevant language skills for Y2 level will be required

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry. However, Final Year core language programmes must be passed at Honours level in order to graduate.

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 allows students to study either two modern languages and translation (with a 90/30 credit split) or one language and translation (50/50 credit split). Students must follow this pathway throughout the duration of the degree programme. The only exception would be students on a 90/30 credit split to drop one language at the end of Y1.

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 for total immersion in the target language and culture comes through 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 Year Abroad opportunity also allows for further development of autonomous study skills in universities abroad, whilst following a guided programme of learning.

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 this degree programme, 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, is in place.

One of the special features of this degree programme 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 learning and assessment activities 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 9th nationally in the Guardian university league table 2021 and second nationally in 2022 for "satisfied with feedback".

95% of the School's research is recognised internationally

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exam-papers [log-in required]

15. The Year Abroad

Students in the School of Modern Languages spend their third year abroad. They can opt to spend their year either studying in a foreign university or as language assistants as part of the British Council Assistantship scheme or in an approved Work Placement. The provision of the Year Abroad is managed in accordance with the UK Quality Code for Higher Education - Chapter B10: Managing higher education provision with others.

Students may undertake a year abroad in any of the following formats:

1. **University placements:** The School of Modern Languages at Leicester University has a number of established exchanges with Universities in France, Italy, Spain, Belgium, Switzerland, Canada (Quebec), Mexico and Colombia. Exchanges are established, monitored and reviewed in collaboration with the Study Abroad Unit at Leicester University, in accordance with QAA Chapter B10, p. 23-24.

2. **British Council/ Erasmus + Assistantships**: Students can spend a year or a semester teaching English abroad. The placements are organised and managed by the British Council.

3. **A work placement abroad**: Students can spend a year or a semester in a work placement approved by the School of Modern Languages and theStudy Abroad Unit .

1. **University placements**: Leicester students within a university placement are expected to register for 30 ECTS credits per semester (or equivalent: i.e. Mexico) (equivalent to 60 Leicester credits).

Courses and levels

a) The level of courses attended - and subjects studied - during the year abroad should, on the whole, be consistent with the programme of study undertaken at the end of the second year at the University of Leicester. Students are required to take at least one language module in the target language and one cultural module. Students should select second and final year modules at their host institution. They should liaise with the Erasmus Co-ordinator at the host institution and contact the Senior Tutor for Student Exchanges at the University of Leicester to confirm their choice of modules. They will need to finalise their programme of study by completing a Learning Agreement.

The School of Modern Languages ensures that modules and programmes offered by partner universities are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by the School, in accordance with QAA Chapter B10, Indicator 17, p. 36.

b) Assessment of the Year Abroad: The Year Abroad is a key element of the overall degree. For students registered within the School of Modern Languages it carries a 20% weighting of your whole BA degree. This mark is obtained as follows: • 5% mark for the Year Abroad derived from the Year Abroad Assessment (an assignment submitted by students upon their return from the Year Abroad) . • 15% mark is calculated by double-weighting final year language modules (to reflect linguistic skills acquired during the year abroad).

c) Transfer of marks into Leicester grade scale: Students on a university placement are expected to complete assessment for at least 15 ECTS credits per semester. Students should attend all lectures, seminars and workshops, complete all the assessments and sit the examinations for all their modules while abroad. Failure to complete at least 15 ECTS of assessment per semester will result in penalties applied to students' Year Abroad Assessment, unless there are Mitigating Circumstances.

2. **British Council Assistantships and work placements**:

For students spending the whole year on a work placement or a year-long British Council Assistantship, the Year Abroad mark will be based on an oral presentation and a detailed written report on their work experience (both in target language), marked by academic staff in the School of Modern Languages (internal and external examining processes are in place to manage the assessment and reassessment procedures, in accordance with QAA Chapter B10, Indicator 16 and pp. 34-36).

For students spending one semester on a work placement or a semester British Council Assistantship, and the other on a study placement, the assessment will be based on a 10-minute recorded oral presentation in the target language for each placement / semester.

3. **Work Placement Abroad**

Work placements abroad are approved by the School of Modern Languages and by the Study Abroad Unit . The School, the Study Abroad Unit and the Provider sign a Training Agreement. The Provider also has to complete a Placement Provider Form, which is approved by the School and the Study Abroad Unit (in accordance with QAA Chapter B10, Indicator 7 and pp. 21-26).

Management of the Year Abroad: The School of Modern Languages has a Year Abroad team responsible for managing the Year Abroad. This is composed of the Senior Tutor for Student Exchanges, the Coordinator for Summer School and incoming Year Abroad students, the Work Placement Coordinator, and a Year Abroad Administrator. The Year Abroad team works in close collaboration with the Study Abroad Unit at Leicester University. Assurance of quality of academic standards and learning opportunities is maintained in accordance with QAA Chapter B10, Indicator 13 and pp. 19 and 30-33. Besides preparing students linguistically to carry out a programme of study/work abroad, the School provides support, information and practical details regarding the cultural, social or academic experience of studying abroad. Students receive preparation for the Year Abroad through a series of meetings and workshops which take place throughout the second year and are organised both by the School and the Study Abroad Unit. These have the purpose of providing students with information regarding choice of destination, type of placement, assessment and academic requirements, practical information on host countries (travel; accommodation; health care arrangements; health and safety, etc.), as well as the financial organisation of the Year Abroad (in accordance with QAA Chapter B10, pp. 37-38). The School organises workshops with students returning from the Year Abroad and Career workshops for outgoing students. Regular exchanges are also organised with Exchange students from partner institutions spending their Year Abroad in Leicester. The School has a SML Year Abroad Blackboard site, which students can access from abroad, containing information and documentation assisting students before their departure and

during their period abroad. Both before their departure and during their period abroad students are supported by the Year Abroad Team in the School and in the Study Abroad Unit. While abroad, students remain in contact with a Personal Tutor (the Senior Tutor for Student Exchanges), who sends regular emails to check on their progress and wellbeing

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

Date created: 22/03/2023 **Last amended:** 23/04/2026 **Version no.** 3

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Modern Languages and Translation BA

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Students following the 50/50 pathway of this degree (60 credits in a Modern Language and 60 credits in Translation and Interpreting) will take one language (French, Italian or Spanish) at advanced level. Chinese/Arabic native speakers who do not have an A-level equivalent in one of those languages can take up French, Italian or Spanish from Beginners level, while studying translation to and from English and their first language (Chinese or Arabic). (Chinese/Arabic per se are not taught as part of the programme, and so these students' language study is made up of their work in French, Italian or Spanish.)

Students following the 75/25 pathway of this degree (90 credits in Modern Languages and 30 credits in Translation and Interpreting) will take two languages. For students following this 75/25 pathway, there are two possible routes through the core language modules in this programme: one pathway is for students with an advanced background in two languages and another for students with an advanced background in one language, who wish to begin a second language at beginner level'. Please see the diagrams below for relevant module combinations.

Notes:
1) Optional modules for each year are listed at the end of each section; these may be subject to change from year to year and will not run if under-recruiting.
2) Students whose native language is French, Italian or Spanish, and who wish to study this language as part of their degree programme at Leicester, will normally be required, in Year One, to substitute the core language modules (FR1010 or IT1010 or SP1010) with 30 credits of ELTU modules from the following optional modules (as available): EL1005 Academic Writing; EL1007 Academic Speaking; EL2011 Pronunciation; EL2012 Vocabulary; EL2013 Grammar; EL2025 Language and Media. Similarly, 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 language core modules for Year One cultural modules (as relevant, from the FR/IT/SP/ML/TS codes on offer) for the relevant core language modules. From Year Two, these students will rejoin core language modules, as their learning objectives are pertinent to all ML students, regardless of linguistic background.

3) 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 for that language.

Level 4/Year 1 2023/24

Credit breakdown

One language 50:50 option taking one Advanced level language (60 credits in Modern Languages and 60 credits in Translation)

Status	**Year long**	**Semester 1**	**Semester 2**
Core	30 credits	45 credits	30 credits
Optional	n/a	n/a	15 credits

120 credits in total

One Language Pathway (for Chinese and Arabic native speakers without an A level in the chosen modern foreign language*) (60 credits in Modern Languages and 60 credits in Translation)

Credit breakdown

Status	**Year long**	**Semester 1**	**Semester 2**
Core	n/a	60 credits	45 credits
Optional	n/a	n/a	15 credits

120 credits in total

Credit breakdown

Two language 75:25 option taking two Advanced level languages (90 credits in Modern Languages and 30 credits in Translation)

Status	**Year long**	**Semester 1**	**Semester 2**
Core	60 credits	30 credits	15 credits
Optional	n/a	n/a	15 credits

120 credits in total

Credit breakdown

Two language 75:25 option taking one Advanced level and one Beginner level language (90 credits in Modern Languages and 30 credits in Translation)

Status	**Year long**	**Semester 1**	**Semester 2**
Core	30 credits	45 credits	30 credits
Optional	n/a	n/a	15 credits

120 credits in total

Core modules

Delivery period	**Code**	**Title**	**Credits**
Year long	FR1010	French Language Advanced	30 credits
Year long	IT1010	Italian Language Advanced	30 credits
Year long	SP1010	Spanish Language Advanced	30 credits

Delivery period	Code	Title	Credits
Sem 1	FR1020	French Language Beginners 1	15 credits
Sem 2	FR1021	French Language Beginners 2	15 credits
Sem 1	IT1020	Italian Language Beginners 1	15 credits
Sem 2	IT1021	Italian Language Beginners 2	15 credits
Sem 1	SP1020	Spanish Language Beginners 1	15 credits
Sem 2	SP1021	Spanish Language Beginners 2	15 credits
Sem 1	FR1050	Introduction to French Studies	15 credits
Sem 1	IT1028	Introduction to Italian Studies	15 credits
Sem 1	SP1022	Introduction to Spanish & Latin American Studies	15 credits

Notes

FR1050/IT1028/SP1022 must be aligned with language 1 or 2

- 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

Option modules

Delivery period	Code	Title	Credits
Semester 2	FR1014	Twentieth-Century French Literature	15 credits
Semester 2	FR1027	Introduction to Francophonie	15 credits
Semester 2	IT1027	Authors and Genres	15 credits
Semester 2	IT1029	Italy since 1945	15 credits
Semester 2	SP1031	Latin American Literature & Film	15 credits
Semester 2	SP1041	Spanish Literature & Film	15 credits

Delivery period	Code	Title	Credits
Semester 1	TS1001	Introduction to Interpreting	15 credits
Semester 1	TS1002	Introduction to Translating	15 credits
Semester 2	TS1004	Introduction to Translation	15 credits
Semester 2	TS1005	General Translation	15 credits

Notes
Option modules must be aligned with language 1 or 2

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 4/Year 2 2024/25

One language 50:50 option taking one Advanced level language (60 credits in Modern Languages and 60 credits in Translation)

Status	Year long	Semester 1	Semester 2
Core	30 credits	n/a	n/a
Optional	n/a	45 credits	45 credits

120 credits in total

Credit breakdown

Two language 75:25 option taking either one Post-Advanced level and one Post-Beginner level language (90 credits in Modern Languages and 30 credits in Translation)

Status	**Year long**	**Semester 1**	**Semester 2**
Core	60 credits	n/a	n/a
Optional	n/a	30 credits	30 credits

120 credits in total

Credit breakdown

Two language 75:25 option taking two Post-Advanced level languages (90 credits in Modern Languages and 30 credits in Translation)

Status	**Year long**	**Semester 1**	**Semester 2**
Core	60 credits	n/a	n/a
Optional	n/a	30 credits	30 credits

120 credits in total

Core modules

Delivery period	**Code**	**Title**	**Credits**
Year long	FR2010	French Language Post- Advanced	30 credits
Year long	IT2024	Italian Language Post-Advanced	30 credits
Year long	SP2010	Spanish Language Post-Advanced	30 credits
Year long	FR2018	French Language Post-Beginners	30 credits

Delivery period	Code	Title	Credits
Year long	IT2005	Italian Language Post-Beginners	30 credits
Year long	SP2005	Spanish Language Post-Beginners	30 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	FR2030	Politics, Technology, and Ecology in Francophone Culture	15 credits
Semester 1	FR2042	Challenging Perspectives: Conflict and Relations in French Culture	15 credits
Semester 1	IT2011	Italian Linguistics	15 credits
Semester 2	IT2016	Italian Society and Culture under Fascism	15 credits
Semester 1	SP2023	The Spanish Civil War in Literature and Film	15 credits
Semester 1	SP2035	Contemporary Mexican Cinema	15 credits
Semester 2	SP2070	Latino/a Literature & Culture in the United States	15 credits
Semester 2	FR2032	Introduction to French Linguistics	15 credits
Semester 2	FR2045	Media and Cultural Practices in France	15 credits
Semester 1	IT2012	History of Italian Cinema	15 credits
Semester 2	SP2022	The Mexican-US Border: History, Culture and Identity	15 credits
Semester 1	TS2003	Practical Translation	15 credits
Semester 2	TS2004	Electronic Tools for Translators	15 credits
Semester 1	TS2005	Consecutive Interpreting	15 credits
Semester 2	TS2006	Translation Studies	15 credits

Notes

Option modules must be aligned with language 1 or 2

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 4/Year 3 2025/26

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.
Students studying a language from ab initio are normally expected to spend at least one semester in a country where that language is spoken.

Credit breakdown

One language route

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	ML3032	Year Abroad Placement Evaluation: Study or Work (Year Long)	30 credits
Year long	ML3035	Language Skills (Year Long)	90 credits

Credit breakdown

Two language route

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	ML3030	Year Abroad Placement Evaluation: Study or Work (Semester 1)	15 credits
Sem 1	ML3031	Year Abroad Placement Evaluation: Study or Work (Semester 2)	15 credits
Sem 2	ML3033	Language Skills (Semester 1) (45 credits)	45 credits
Sem 2	ML3034	Language Skills (Semester 2) (45 credits)	45 credits

Notes
n/a

Level 4/Year Final 2026/27

Credit breakdown

One language option, Proficiency level

Status	Year long	Semester 1	Semester 2
Core	30 credits	n/a	n/a
Optional	n/a	45 credits	45 credits

120 credits in total

Two language option, both Proficiency level

Status	Year long	Semester 1	Semester 2
Core	60 credits	n/a	n/a
Optional	n/a	30 credits	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	FR3111	Final Year French Language (Proficiency)	30 credits
Year long	IT3010	Final Year Italian Language (Proficiency)	30 credits
Year long	SP3010	Final Year Spanish Language (Proficiency)	30 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	ML3008	Final Year Language Project	15 credits
Semester 1	ML3043	Film and Social Change	15 credits
Semester 1	ML3042	Multilingual Professional Interpreting	15 credits
Semester 2	ML3018	Thinking Revolution and Conflict in Europe and Beyond	15 credits
Semester 2	ML3041	Migration, Borders, Belonging. Approaches and Representations	15 credits
Semester 2	ML3176	Extended Project	15 credits
Semester 1	TS3004	Audiovisual Translation	15 credits

Semester 2	TS3005	Managing Translation Project	15 credits
Semester 1	TS3003	Advanced Translation	15 credits

Notes

Language specific options (coded FR/IT/SP) can only be taken by students studying that language. ML-coded optional modules can be taken by students studying any language

Students wishing to undertake an extended project (ML3176 Extended Project) 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. Students may not take both ML3176 and ML3008.

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See undergraduate module specification database [login required] (Note - modules are organized by year of delivery).