

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 22/03/2023

Last amended: 07/01/2025

Version no. 1

1. Modern Languages and English BA

BA French and English (RQ13) (3 years)*

BA Italian and English (RQ33) (3 years)*

BA Spanish and English (RQ43) (3 years)*

BA Chinese and English (3 years)*

BA French and English with a Year Abroad (4 years)*

BA Italian and English with a Year Abroad (4 years)*

BA Spanish and English with a Year Abroad (4 years)*

BA Chinese and English with a Year Abroad (4 years)*

*Students can transfer from the 3-year programmes to the “with a Year Abroad” programmes at the start of their second year of study. Students can also transfer from the 4-year programmes to the 3-year programmes during their second year of study. Students who register for a 4-year programme but do not complete or pass their Year Abroad will graduate with a BA in the relevant programme but without a Year Abroad.

a) [HECOS Code](#)

HECOS Code	%
100329	100%

b) UCAS Code (where required)

BA Modern Languages and English (French - RQ13)

BA Modern Languages and English (Italian - RQ33)

BA Modern Languages and English (Spanish - RQ43)

BA Modern Languages and English (Chinese – XXXX)

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 English

The normal period of registration is four years

The maximum period of registration six years

5. Typical entry requirements

A Level:

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

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

International Baccalaureate:

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

European Baccalaureate:

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

Access to HE Courses:

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

Other national and international qualifications welcomed.

Mature students welcomed. Alternative qualifications considered for mature students.

6. Accreditation of Prior Learning

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

7. Programme aims

The programme aims:

- to enable students to explore their interest in English and French/Italian/Spanish/Chinese literature and language, including the study of literary history and genre, as well as the culture and societies of French/Italian/Spanish/Chinese and French/Italian/Spanish/Chinese-speaking countries;
- to enable students to develop and demonstrate a range of skills necessary for the study of English and French/Italian/Spanish/Chinese at undergraduate and postgraduate level;

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

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- 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?
Demonstrate mastery of an appropriate body of literary, critical and linguistic knowledge and practice pertaining to English literature and French/Italian/Spanish/Chinese language and culture.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, seminar presentations, group projects, seminar discussions, blogs annotated reviews of literature.
Knowledge of the structures, registers and varieties of French/Italian/Spanish/Chinese.	Spoken and written language classes, including language-laboratory classes. On-line grammar practice. Optional Summer programmes and year abroad.	Weekly assignments, including exercises marked online, examinations, role plays and presentations.
Knowledge and critical understanding of the cultures and societies of France/Italy/Spain/China and French/Italian/Spanish/Chinese-speaking countries	Cultural studies programmes, requirement to watch TV news from target countries, lectures and seminars throughout the course	Essays, portfolios, presentations, examinations.

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate skills of a close reader of literary texts	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, seminar presentations, group projects, seminar discussion.
Demonstrate a knowledge and understanding of the English Language in its historical and literary dimensions.	Language classes including translation and interpreting seminars.	Tests and examinations.
Demonstrate knowledge of and application of a variety of methodological approaches to the study of English	Textual analysis classes, film or news, including sequence analysis, language classes.	Contextualised translation and interpreting tasks.
Demonstrate an understanding of literary history and literary genre.		Essays, seminar presentations, textual and sequence analysis examinations
Demonstrate an understanding of the principles of phonology, syntax and discourse required to analyse French/Italian/Spanish/Chinese.		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Techniques for translating and interpreting between target and source languages.		
Techniques for the analysis of texts (literary, filmic, journalistic).		

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Analyse literary texts for their formal, thematic and rhetorical significance.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, seminar presentations, group projects, seminar discussions, literature reviews.
Demonstrate self-consciousness about critical methods	Lectures, seminars, independent reading and research.	Essays, seminar presentations, examinations, contributions to discussion.
Demonstrate understanding of the history of literature and the historical differences between texts.		
The ability to analyse through appropriate methodologies aspects of the literatures, cultures, linguistic contexts, history, political and social structures of target countries.		

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present arguments in a variety of written and oral formats	Seminars, tutorials and lectures.	Essays, essay-based examinations, seminar presentations, group projects, seminar discussions, literature reviews.
Ability to give a presentation in French/Italian/Spanish/Chinese on the topic of cultural or social political interest.	Seminars, Class presentations.	Assessed presentations, oral examinations.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to present coherent arguments based on research and personal synthesis of material.		Assessed essays and examinations.

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Marshall appropriate evidence in close reading, interpretation and contextualization. Use evidence effectively in the construction of arguments.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, seminar presentations, group projects, seminar discussions and literature reviews.
Ability to synthesise and evaluate relevant literature and Internet material on the subjects studied.	Research tasks, portfolios.	Assessed research projects, portfolios.
Awareness of cultural and political reference Systems in target countries.	Lectures, seminars, independent reading, requirement watch TV news in target language.	Essays, examinations, reporting back news in spoken language classes.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate imagination, sensibility and linguistic fluency.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, seminar presentations, group projects, seminar discussion.
Intercultural awareness and understanding.	Seminar discussion, study of literature, socio-political issues, cinema, current use, role play and drama, the periods of residence abroad.	Seminar presentations, essays, role play.

b) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Participate effectively in group discussion.	Seminars, workshops, presentation of teamwork projects.	Oral presentations.
Present arguments in a range of registers and to audiences with different needs.	Spoken language classes, language laboratory sessions, residence abroad.	Role-play exercises and simulations, oral examinations.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Fluent, accurate and appropriate communication in target language.	Seminar presentations, oral examination practice followed by feedback.	Assessed seminar presentations, oral examinations.
Ability to give well-structured and effective oral presentations demonstrating awareness of audience.	Translating and interpreting tasks.	Assessed translating and interpreting tasks.
Ability to mediate and interpret between target and source cultures.		

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present written arguments of varying lengths and levels of formality.	Lectures, seminars, workshops, supervisions, tutorials.	Essays, essay-based examinations, contribution to seminar discussion.
Demonstrate clarity, fluency and coherence in written expression.	Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types.	Assessed language tasks, examination.
Production of texts of various types demonstrating accuracy and appropriate discourse conventions.	Translation classes.	Assessed translation tasks, examination.
Ability to produce accurate translations between target and source languages.		

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to use IT effectively both as a means of communication and as an aid to learning.	On-line grammar practice, other CALL or TiLE activities, bulletin boards in target languages, use of internet for research, use of IT to present material.	On-line and CALL or TiLE exercises as requirement, critical appraisal of internet material in presentations, including blogs and wiki tools.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use IT for bibliographic and archive searches, data analysis.	Seminars, lectures, workshops, independent research, supervisions, directed reading, written assignments, induction programme, computer practical classes, data analysis.	Essays, seminar presentations, essay group-projects, computer-based exercises, problem-based exercises.

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to interpret graphs and extract relevant information.	Seminars, Group projects	Group projects and reports
Ability to interpret statistics and numerical trends and express them coherently on oral and written formats.	Analysis of current affairs documents in oral and written language classes, and content modules, including socio-political contexts.	Assessed oral presentations, summaries and essays.

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Team-management and group-working skills, collaborative planning and problem solving	Pair and group tasks in seminars and oral classes, group projects	Assessed group tasks, self-assessment of group-working skills. Blogs and wiki tools.

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Solve literary critical, historical and linguistic theoretical problems.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, teamwork.	Essays, essay-based examinations, seminar presentations, seminar discussions, group projects computer-based exercises.
Design a research methodology.	Assignment tasks involving increasing levels of critical engagement as course proceeds, error analysis through use of marking system.	Coursework assignments, examinations, research projects, interpreting skills, ability to self-correct language work.
Ability to identify, describe and analyse problems and to devise appropriate strategies for their resolution.	Assignment tasks involving conducting research autonomously	Coursework assignments, research projects

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identify, retrieve and manipulates textual, literary and critical sources and information. Transform the significance of this information in the construction of arguments.	Seminars, lectures, supervisions, worked up, directed reading, written assignment, independent research, computer practical classes, teamwork.	Essay, essay-based examinations, seminar presentations, group projects, seminar discussion, computer-based exercises, problem-based exercises.
Understanding of information and referential structure of texts.	Language classes, interpreting tasks, comprehension exercises.	Assessed comprehension tasks.
Ability to produce translations, résumés in the target language and between target and source languages.	Work on résumé and translation in language classes.	Assessed résumés and translations.
Ability to make a personal synthesis of information gathered from paper, audio-visual and electronic sources in target and native languages.	Research tasks, seminar presentations, oral examinations based on dossier of material.	Essays, presentations.
		Interpreting tasks.

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.	Development of metalinguistic awareness through language classes, grammar lecture, tasks designed to expand target language repertoire.	Language assignments, ability to self-correct.
Effectiveness and self-awareness as an independent learner.	Research tasks, independent, critical and analytical reading and viewing.	PDP record.
Reflect on your own and others' learning.	Reflective elements in language learning and language assessment	Essays, research projects, language e-portfolio.
Manage time and resources available to you.		Ability to meet coursework deadlines.

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.

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

n/a

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.

12. Special features

Consolidation of linguistic skills and opportunity for cultural enrichment at an early stage of the course through a two-weeks optional summer programme in target country – either France, Italy, or Spain at end of Year 1, involving tuition from native speakers at a University and linguistic immersion through local accommodation.

Opportunity for total immersion in the target language and culture by the provision of an optional full academic session abroad in third year.

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

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	The programme provides a thorough grounding in literary and cultural analysis, as well as in critical theories, through a thematically anchored, comparative analysis of cultural responses to a range of global, real-world issues. It draws on international and multilingual research, ensuring that the knowledge and skills our graduates acquire through the programme will have applications across the world.
Research-based Framed enquiry for exploring existing knowledge.	Research briefed: The students will be exposed to challenging learning, inspired and informed by cutting-edge research, by drawing on the internationally renowned research of experts from the departments of English and Modern Languages at the University of Leicester. All staff teaching on the programme are engaged in research and bring their experiences into their teaching.
Research-oriented	Research based: Lectures, seminars and assessments are based on current research, putting diverse -and, sometimes, conflicting- discursive approaches into context. Research oriented: Students are required to critically appraise both primary and secondary sources in both seminars and assessment. They are given guidance and

Students critique published research content and process.	training in how to critically appraise published research, for instance through participation in seminar discussions and/or through formative exercises.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	<p>Research apprenticed: Students will experience the research process and methods and build new knowledge through engagement with a range of final year modules, designed according to staff research expertise. They will research and create content for the different assessments through a process that combines all four of the Research-inspired Education framework quadrants.</p> <p>Training and practice will be provided on reading research articles, library skills, selecting and drafting a bibliography, essay writing, group work and presentation skills. Students will work individually and in groups to present their findings from their analysis and critical appraisals, via individual and group oral group presentations and individually written essays.</p>

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students are invited to attend the School's research seminar series, which consists of 3-4 events per semester. Students are also encouraged to attend the School's literary festival, Literary Leicester, held in March every year, which gives them the opportunity to meet and attend readings by contemporary authors in English and other languages.

Further, students are encouraged to attend the research events hosted by the University's Centre for Translation and Interpreting Studies.

Finally, students are encouraged to participate in student-staff research collaboration, contributing, for example, to projects such as the Modern Languages Gender Inclusive Language Policy or the Gen Z Francophone Dictionary: Le Franc-Parler/Speaking Frankly.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The School's Pedagogy Forum, held every semester, supports staff to deliver educational best practice through reports back from teaching conferences, talks from external educational speakers, and by offering a platform for staff to share evaluations of their own teaching practice.

Additionally, members of our School have also been supported by successful applications for Teaching Development Fund award, which have enabled them to develop innovative teaching experiences, such as the initiatives identified in Sub-section ii.

13. Indications of programme quality

Modern Languages

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

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

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

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

English

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

14. External 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

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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 English BA (French, Spanish, Chinese or Italian)

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.

Updates to the programme

Academic year	Module	Change
The Year Abroad (taken in the third year of study) is now optional		
2025/26	FR1050 Introduction to French Studies	Core module removed (replaced by new core module ML1015)
2025/26	IT1028 Introduction to Italian Studies	Core module removed (replaced by new core module ML1015)
2025/26	SP1022 Introduction to Spanish and Latin American Studies	Core module removed (replaced by new core module ML1015)
2025/26	ML1015 Introduction to Modern Languages Studies	New core module
2025/26	ML1025 Chinese Language Beginners	New core module
2026/27	ML2025 Chinese Language Post-Beginners	New core module
2027/28 or 2028/29	ML3025 Final Year Chinese Language Upper Intermediate	New core module
2025/26	ML1016 Thinking Revolution and Conflict in Europe and Beyond	Optional module added
2025/26	ML1017 Visual and Textual Analysis Across Cultures	Optional module added
2025/26	ML1040 Translation in Action	Optional module added
2025/26	ML1008 Independent Project	Optional module added
2025/26	FR1014 20 th Century French literature	Optional module not offered

2025/26	EN1002 Classic American Writing	Optional module not offered
2025/26	IT1027 Authors and Genres	Optional module not offered
2025/26	IT1029 Italy since 1945	Optional module not offered
2025/26	SP1031 Latin American Literature and Film	Optional module not offered
2025/26	SP1041 Spanish Literature and Film	Optional module not offered

There are two main routes through the core language modules on this programme: One for students with well-developed abilities in a language other than English and their native language, and one for students without such abilities. The former group of students take the programme with advanced language skills; the latter group of students take the programme *ab initio*. For example, an advanced French student will take FR1010 Advanced French Language in year 1, followed by FR2010 Post-Advanced French Language in year 2. A beginners level student will take FR1040 French Language Beginners in year 1 followed by FR2018 French Post-Beginners in year 2. These students will be taught together in final year language groups. The same pattern applies to other languages, except Chinese, which is offered only as *ab initio*. 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 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 for the core language modules (FR1010 or IT1010 or SP1010) 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. 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 or TS modules 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.*

Students are advised to attend an optional two-week summer school, partly-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.

Level 4/Year 1 2025/26Credit breakdown

Advanced level path

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

120 credits in total

Credit breakdown

Beginner level path

Status	Year long	Semester 1	Semester 2
Core	n/a 30 credits	30 credits	30 credits
Optional	n/a	15 credits	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
Year long	FR1040	French Language Beginners	30 credits
Year long	IT1040	Italian Language Beginners	30 credits
Year long	SP1040	Spanish Language Beginners	30 credits

Delivery period	Code	Title	Credits
Year long	ML1025	Chinese Language Beginners	30 credits
Sem1	ML1015	Introduction to Modern Languages Studies	15 credits
Sem 1	EN1070	Writing Matters	15 credits
Sem 2	EN1050	Renaissance Drama	30 credits

Notes

Option modules

Delivery period	Code	Title	Credits
Semester 1	EN1030	Film and Literature	15 credits
Semester 1	EN1060	Feminist Fiction	15 credits
Semester 1	ML1006	Language and Society	15 credits
Semester 1	ML1040	Translation in Action	15 credits
Semester 2	ML1016	Thinking Revolution and Conflict in Europe and Beyond	15 credits
Semester 2	ML1017	Visual and Textual Analysis Across Cultures	15 credits
Semester 2	ML1008	Independent Project	15 credits

Notes

Students wishing to take ML1008 Independent Project should not 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. 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 5/Year 2 2026/27 Credit breakdown Advanced or Beginner path

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

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
Year long	IT2005	Italian Language Post-Beginners*	30 credits
Year long	SP2005	Spanish Language Post-Beginners*	30 credits
Year long	ML2025	Chinese language Post-Beginners*	30 credits

Notes

Students take one of these modules aligned with their language studied and level of entry in Year 1

Option modules

Delivery period	Code	Title	Credits
Semester 1	EN2350	Eighteenth-Century Literature from Restoration to Revolution	30 credits
Semester 1	EN2147	Romantic Literature from Blake to Shelley	30 credits

Delivery period	Code	Title	Credits
Semester 2	EN2330	Modern Literature from Conrad to Orwell	30 credits
Semester 2	EN2340	Contemporary Literature from 1945 – Now	30 credits
Semester 1	FR2030	Politics, Technology, and Ecology in Francophone Culture	15 credits
Semester 1	ML2021	Imagining Nations	15 credits
Semester 1	ML2013	Introduction to Linguistics	15 credits
Semester 1	ML2030	Electronic Tools for Translators	15 credits
Semester 2	SP2035	Contemporary Mexican Cinema	15 credits
Semester 2	ML2015	Cultural Mediation and Leadership: Your Languages in Practice	15 credits
Semester 2	ML2014	Intersectionalities: contemporary representations of gender, race, and class	15 credits
Semester 2	ML2008	Independent Project	15 credits

Notes

For Semester 1 students take **EITHER** EN2350 **OR** EN2147

For Semester 2 students take **EITHER** EN2330 **OR** EN2340

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 take ML2008 Independent Project should not 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.

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.

Year 3 – Year Abroad 2027/28

Students can opt 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.

The optional Year Abroad will be assessed on a Pass/Fail basis, with students required to complete the period of residence abroad and to demonstrate engagement in their studies (through the transcript from their host University or equivalent) or placement (via a traineeship certificate or equivalent). Failure to meet those requirements will not preclude progression into final year, but will mean the student graduates without a Year Abroad.

Credit breakdown Advanced or Beginner path

Level 6/Year Final 2028/29

Credit breakdown Advanced or Beginner path

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

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
Year long	ML3025	Final Year Chinese Language Upper Intermediate*	30 credits

Notes

*Students take the module aligned with their language studied

Option modules

Delivery period	Code	Title	Credits
Semester 1	EN3320	Renaissance Literature from <i>Utopia</i> to <i>Paradise Lost</i>	30 credits
Semester 1	EN3328	Victorians from <i>Oliver Twist</i> to <i>The Picture of Dorian Gray</i>	30 credits
Semester 1 & 2	EN3010	Dissertation in English*	45 credits
Semester 2	FR3208	Gender and Power in Contemporary France	15 credits
Semester 1	SP3161	Gender in the Spanish American Development Novel: Selfhood & Society	15 credits
Semester 1	ML3043	Film and Social Change	15 credits
Semester 1	ML3042	Multilingual Professional Interpreting	15 credits
Semester 1	ML3020	Teaching English to Speakers of Other Languages (1)	15 credits
Semester 1	EN3004	Adolescence in American Fiction and Film	15 credits
Semester 1	EN3060	Science Fiction: Exploring Space and Time	15 credits
Semester 1	EN3071	Forms of Modern Poetry	15 credits
Semester 2	EN3078	Love and Death: The Novel in Nineteenth-Century Russia and France	15 credits
Semester 1	EN3119	Writing Voices	15 credits
Semester 1	EN3151	Classical Worlds: Translation and Reception	15 credits
Semester 1	EN3174	Writing Prose Fiction	15 credits
Semester 1	EN3209	The Living and the Dead in Nineteenth Century Literature and Culture	15 credits

Delivery period	Code	Title	Credits
Semester 2	IT3139	Post-war Italian Directors	15 credits
Semester 2	ML3021	Teaching English to Speakers of Other Languages (2)	15 credits
Semester 2	ML3176	Extended Project (*)	15 credits
Semester 2	ML3040	Global Eco-Cultures	15 credits
Semester 2	ML3041	Migration, Borders, Belonging. Approaches and Representations	15 credits

Semester 2	EN3015	Queering the Renaissance	15 credits
Semester 2	EN3021	Literatures of Protest: Reading and Political Action	15 credits
Semester 2	EN3027	The Latin World: Ancient, Medieval and Modern	15 credits
Semester 2	EN3035	Weird Fiction / Weird Film	15 credits
Semester 2	EN3128	Late Victorian Gothic: Texts and Context	15 credits
Semester 2	EN3144	The Thatcher Factor: The 1980s in Literature	15 credits
Semester 2	EN3158	Jane Austen: Novels, Contexts, Adaptations	15 credits
Semester 2	EN3194	Tragedy	15 credits
Semester 2	EN3199	Bodies and Minds from the Victorians to the Present Day	15 credits
Semester 2	EN3204	Writing for Laughs	15 credits
Semester 2	EN3041	Literature and Decolonisation	15 credits

Notes

Students who take EN3010 Dissertation in English should choose 1 15-credit English option from an approved list in Semester 1. Students who do not take EN3010 Dissertation in English should take EITHER EN3320 OR EN3320 in Semester 1, and 2 15-credit English options from an approved list in Semester 2.

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.

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).