



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 22/03/2023

Last amended: 23/04/2026

Version no. 2

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. |

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

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

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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|----------------------------|-------------------------------|---------------------|
| | | 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 |
|---|---|
| <p>Research-briefed Bringing staff research content into the curriculum.</p> | <p>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.</p> <p>· 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.</p> |
| <p>Research-based Framed enquiry for exploring existing knowledge.</p> | <p>· Research based: Lectures, seminars and assessments are based on current research, putting diverse -and, sometimes, conflicting- discursive approaches into context.</p> |
| <p>Research-oriented Students critique published research content and process.</p> | <p>Research oriented: Students are required to critically appraise both primary and secondary sources in both seminars and assessment. They are given guidance and training in how to critically appraise published research, for instance through participation in seminar discussions and/or through formative exercises.</p> |
| <p>Research-apprenticed Experiencing the research process and methods; building new knowledge.</p> | <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 |
| 2027/28 | HA3489 Watching the Detectives: Crime on the Page and Screen | Optional module added |
| 2027/28 | EN3130 The Other in American Literature and Film | Optional module added |

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 2025/26 Credit 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 |

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 |
| Semester 1 | EN2004 | Adolescence in American Fiction and Film | 15 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 | ML2021 | Imagining Nations | 15 credits |
| Semester 1 | ML2013 | Introduction to Linguistics | 15 credits |
| Semester 1 | ML2030 | Electronic Tools for Translators | 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 |

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 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 1 | EN3060 | Science Fiction: Exploring Space and Time | 15 credits |
| Semester 1 | HA3489 | Watching the Detectives: Crime on the Page and Screen | 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 |
| Semester 2 | ML3018 | Thinking Revolution and Conflict in Europe and Beyond | 15 credits |
| Semester 2 | ML3176 | Extended Project (*) | 15 credits |
| Semester 2 | ML3041 | Migration, Borders, Belonging. Approaches and Representations | 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 | 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 | EN3204 | Writing for Laughs | 15 credits |
| Semester 2 | EN3200 | Twenty-First Century Global Literature | 15 credits |
| Semester 2 | EN3130 | The Other in American Literature and Film | 15 credits |

Option modules available to students studying ONE language for 90 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).