



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

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Version no. 2

1. Programme title and code

Modern Languages and Translation BA*

Modern Languages and Translation with a Year Abroad BA*

*Students can transfer from the BA in Modern Languages and Translation (3 years) to the BA in Modern Languages and Translation with a Year Abroad at the start of their second year of study. Students can also transfer from the BA in Modern Languages and Translation with a Year Abroad (4 years) to the BA in Modern Languages and Translation (3 years) during their second year of study. Students who register for the BA in Modern Languages and Translation with a Year Abroad (4 years) but do not complete or pass their Year Abroad will graduate with a BA in Modern Languages and Translation but without a Year Abroad.

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 an optional full academic session abroad in the third year (three years without year abroad). The maximum period of registration is six years.

5. Typical entry requirements

A Level: Three A levels (BBB) 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 and includes Chinese, which can only be taken ab initio.

This programme also includes a unique pathway for Chinese 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). 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 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](#) [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? |
|---|---|---|
| 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. | Optional 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. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| <p>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.</p> | <p>Optional year abroad in target-language countries</p> | <p>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.</p> <p>Summative essays, portfolios, presentations and examinations.</p> |
| | <p>Cultural studies programmes</p> | <p>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.</p> <p>Summative essays, portfolios, presentations and examinations.</p> |
| | <p>Translation studies theoretical and practical modules</p> | <p>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.</p> <p>Summative essays, portfolios, presentations and examinations.</p> |
| | <p>Guided reading</p> | <p>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.</p> <p>Summative essays, portfolios, presentations and examinations.</p> |
| | <p>Seminars and in-class discussion</p> | <p>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.</p> <p>Summative essays, portfolios, presentations and examinations.</p> |

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 | <ul style="list-style-type: none"> * 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). | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Lectures and seminars in translation practice; • exercises in translation and interpreting; • the examination of others' analysis, translations and interpretations. | <p>Students' abilities in the analysis, sight translation, translation and interpretation of texts will be assessed through:</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Practical exercises and workshops including sessions using the interpreting booths | <p>Students' abilities in the analysis, sight translation, translation and interpretation of texts will be assessed through:</p> <ul style="list-style-type: none"> • 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. | <p>Lectures and seminars;</p> <ul style="list-style-type: none"> • In-class discussions; • Guided reading; • Preparation for projects, presentations, and assignments; • Feedback on class participation and on assessed work | <p>Students' abilities to collect and analyse data and to extract information from written and spoken sources will be assessed through:</p> <ul style="list-style-type: none"> • 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. | <p>Lectures and seminars;</p> <ul style="list-style-type: none"> • In-class discussion; • Preparation for and delivery of projects, presentations and assignments | <ul style="list-style-type: none"> * 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 optional Summer School and the Year Abroad; • Language classes and workshops. | • Experience of cultural immersion during the Year Abroad • 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. |

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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Awareness of cultural and political reference systems in the target language countries. | Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work. | Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks. |
| Ability to describe and use, under supervision, basic techniques for collecting and analysing data. | Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work. | Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks. |
| Ability to evaluate competing interpretations of data. | Research tasks, including essay writing. Lectures and seminars. In-class discussions. Guided reading. Formative and summative oral presentations. Feedback on class participation and on assessed work. | Assessed research projects, including essays. Formative and summative examinations Oral presentation tasks. |

vi) Other discipline specific competencies

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|--|
| <p>Intercultural awareness and understanding.</p> <p>Acquisition of translating and interpreting skills.</p> <p>Familiarity with the genre conventions of a variety of text types.</p> <p>Ability to describe, discuss and evaluate the relationship between sound, image and language in multi-media texts.</p> <p>Ability to produce subtitles using relevant subtitling programmes and techniques.</p> <p>Ability to demonstrate understanding of the principles of screen translating.</p> <p>Research skills required for development of relevant background knowledge and terminology preparation for interpreting tasks.</p> <p>Understanding of the translation profession</p> | <p>Participation in seminar discussions.</p> <p>The in-depth study of literature, visual cultures, current news.</p> <p>Periods of residence in target country.</p> <p>Hands-on practice in translation and interpreting activities.</p> <p>Analysis of texts and of existing translations and subtitles of a variety of text types.</p> <p>Class demonstrations and discussions.</p> <p>Guided reading. Individual research for simulated tasks.</p> | <p>Seminar presentations both individual and in groups.</p> <p>Essay writing.</p> <p>Role-play activities in language classes.</p> <p>Preparation of critical commentaries on students' own and others' subtitles.</p> <p>Practical language and translation exercises.</p> <p>The Translation Project.</p> <p>The Year Abroad and/ or the Year in Industry.</p> |

b) Transferable skills

i) Oral communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| <p>The ability to speak fluently, accurately and in a contextually appropriate manner in the target languages</p> | <p>Spoken language classes, language laboratory sessions, and an optional year-long period of residence abroad.</p> | <p>Formative and summative role-play exercises and simulations.</p> |
| <p>The ability to give well-structured and effective oral presentations demonstrating awareness of audience the target languages.</p> | <p>Seminar presentations, oral examination practice followed by feedback.</p> | <p>Oral examinations.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--------------------------------------|--|
| 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. | <p>Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types.</p> <p>Written assignments and feedback on them.</p> <p>Self and peer evaluations tasks.</p> <p>Practice essays and translations.</p> <p>The Year Abroad and/or in Industry.</p> | <p>Formative and summative written language tasks including examinations.</p> <p>Formative and summative translation tasks, including examinations.</p> |
| The ability to produce texts of various types demonstrating accuracy and appropriate discourse conventions in both the target languages. | <p>Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types.</p> <p>Written assignments and feedback on them.</p> <p>Self and peer evaluations tasks.</p> <p>Practice essays and translations.</p> <p>The Year Abroad and/or in Industry.</p> | <p>Formative and summative written language tasks including examinations.</p> <p>Formative and summative translation tasks, including examinations.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| 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? |
|--|---|---|
| <p>The ability to use IT effectively both as a means of communication and as an aid to learning.</p> <p>The ability to search electronic databases for the purposes of research, store the results, and produce a variety of electronic documents.</p> <p>Knowledge of and ability to use electronic tools for translation.</p> <p>The Ability to evaluate such tools critically in the context of different desired translating outcomes.</p> <p>The ability to use IT skills to communicate by email and other electronic means (Twitter, Facebook, blogs, etc.)</p> | <p>On-line grammar practice.</p> <p>Use of University and other VLEs.</p> <p>Other Computer-Assisted Language Learning (CALL) or Technology in Literacy Education (TiLE) activities.</p> <p>Use of the Internet and online databases for research purposes.</p> <p>Use of IT skills to present material in oral presentations and written pieces of work.</p> | <p>Successful participation in on-line, CALL or TiLE exercises.</p> <p>Successful participation in University VLE-based (Blackboard) activities such as reflective seminar blogs.</p> <p>Activities involving the critical appraisal of internet material in submission of word processed coursework assignments.</p> <p>Practical assignments which will include critical evaluations of the resources used.</p> |

iv) Numeracy

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| <p>The ability to interpret graphs and extract relevant information.</p> <p>The ability to interpret statistics and numerical trends and express them coherently in oral and written formats.</p> <p>The ability to produce information presented in the form of graphs, diagrams and tables in response a given rubric.</p> | <p>Practical exercises involving data analysis, especially of language corpora.</p> <p>Analysis of statistics in current affairs documents in oral and written language classes, and in cultural studies modules.</p> <p>Through guided preparation for work placements.</p> | <p>The presentation of relevant information in essays.</p> <p>Via the translation project.</p> <p>Via the dissertation/extended essay.</p> <p>Via assessed oral presentations, summaries and essays.</p> |

v) Team working

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| <p>Team-management skills.</p> | <p>Group projects and presentations.</p> <p>Pair, small group and plenary tasks in oral classes and in seminars.</p> | <p>Group project and presentation assignments.</p> <p>Assessed group tasks.</p> <p>Self-assessment of group-working skills.</p> |
| <p>The ability to work with others towards achieving a common goal.</p> | <p>Group projects and presentations.</p> <p>Pair, small group and plenary tasks in oral classes and in seminars.</p> | <p>Group project and presentation assignments.</p> <p>Assessed group tasks.</p> <p>Self-assessment of group-working skills.</p> |

vi) Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| <p>The ability to identify, describe and analyse problems.</p> <p>The ability to devise appropriate strategies for their resolution alone or in consultation with others and through guided research for solutions.</p> | <p>Assignment tasks involving increasing levels of critical engagement as course proceeds.</p> <p>Responding to error analysis provided in assignment feedback.</p> <p>Identifying and discussing translation problems in their own and others' translation/interpreting practice.</p> <p>Consulting with experts in the preparation of translations.</p> <p>Guided research using a variety of resources in the preparation of translations and in the preparation for interpreting tasks.</p> | <p>Coursework assignments.</p> <p>Examinations.</p> <p>Research projects.</p> <p>The ability to self-correct language work.</p> <p>Annotation of translations.</p> <p>The translation project.</p> <p>Formative and summative presentations.</p> <p>The dissertation/extended essay.</p> |

vii) Information handling

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| <p>Understanding of information and referential structures of a variety of written and oral/aural texts.</p> <p>The ability to produce résumés in the target language and between target and source languages.</p> <p>The ability to make a personal synthesis of information gathered from paper, audiovisual and electronic sources in both target and native languages.</p> <p>The ability to search out information stored on paper, electronically or visually.</p> <p>The ability to present a focused, directed and clear discussion of such information.</p> <p>The ability to evaluate alternative analyses of a given data set.</p> | <p>Lectures and seminars.</p> <p>Practical formative and summative assignments.</p> <p>In-class discussions.</p> <p>Language classes and language comprehension exercises.</p> <p>Work on résumé skills in language classes.</p> <p>Translation classes and tasks.</p> <p>Research tasks.</p> <p>The carrying out of seminar presentations and oral examinations based on a dossier of material.</p> | <p>Assessed comprehension tasks.</p> <p>Assessed résumés and translations.</p> <p>Essays, dissertations/extended essay, presentations.</p> |

viii) Skills for lifelong learning

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| <p>Strategies for self-monitoring and continued maintenance and development of skills in target languages.</p> <p>Effectiveness and self-awareness as an independent learner.</p> <p>The ability to undertake self-directed study and learning, with appropriate time-management.</p> <p>The ability to work independently to reinforce, consolidate and update their language and translation skills.</p> | <p>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.</p> | <p>Research tasks.</p> <p>Independent, critical and analytical reading and viewing.</p> <p>Language and translation assignments.</p> <p>Students' ability to self-correct.</p> <p>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</p> |

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

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, Chinese (ab initio only) 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/+ 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 (60/60 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 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).

Consolidation of linguistic skills and opportunity for cultural enrichment is provided at an early stage of the course through an optional two -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 an optional 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

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 department of 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'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 awards, which have enabled them to develop innovative teaching experiences, such as the initiatives identified in Sub-section ii.

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 exampapers@Leicester [log-in required]

15. The Year Abroad

Students in the Department of Modern Languages can choose to 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 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.

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.

Updates to the programme

| The Modern Languages Summer School (taken in the summer vacation after the end of Year 1) is now optional. | | |
|--|---|--|
| The Year Abroad (taken in the third year of study) is now optional. | | |
| Academic year affected | Module | Change |
| 2025/26 | FR1014 20 th century French literature | 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 | IT1027 Authors and Genres | Optional module not offered |
| 2025/26 | SP1041 Spanish Literature and Film | Optional module not offered |
| 2025/26 | TS1002 Introduction to Translating | Optional module not offered |
| 2025/26 | TS1004 Introduction to Translation Studies | Optional module not offered |
| 2025/26 | FR1050 Introduction to French and Francophone 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 added |
| 2025/26 | ML1025 Chinese Language Beginners | New core module added |
| 2026/27 | ML2025 Chinese Language Post-Beginners | New core module added |
| 2027/28 | ML3025 Final Year Chinese Language (Upper Intermediate) | New core module added |

| | | |
|---------|--|-----------------------|
| 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 | ML1006 Language and Society | Optional module added |

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/ 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).

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'. Chinese can be taken as a beginner language on this second pathway, in addition to French, Spanish and Italian. 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 either French, Italian or Spanish, and who wish to study this language as part of their degree programme at Leicester, will normally be required to substitute 30 credits of ELTU modules from the range EL2001-EL2024 for the core language modules (FR1010 or IT1010 or SP1010). Students with native speaker fluency in both English, and the language they wish to study as part of their degree programme at Leicester, will be required to substitute 30 credits of cultural modules taken from the range on offer in the relevant language or ML 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 for that language.

Level 4/Year 1 2025/26

Credit breakdown

One language 50:50 option taking one Advanced level language (60 credits in Modern Languages and 60 credits in Translation or in ML modules with a Translation and Interpreting component.)

| 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 native speakers without an A level in the chosen modern foreign language*) (60 credits in Modern Languages and 60 credits in Translation or in ML modules with a Translation and Interpreting component.)

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core | 30 credits | 15 credits | 45 credits |
| Optional | n/a | 15 credits | 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 |
|-----------------|--------|--|------------|
| Year long | FR1040 | French Language Beginners | 30 credits |
| Year long | IT1040 | Italian Language Beginners | 30 credits |
| Year long | SP1040 | Spanish Language Beginners | 30 credits |
| Year long | ML1025 | Chinese Language Beginners | 30 credits |
| Semester 1 | ML1015 | Introduction to Modern Languages Studies | 15 credits |

Notes

- The Beginners language modules can only be taken by Chinese 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 1 | TS1001 | Introduction to Interpreting | 15 credits |
| Semester 1 | ML1040 | Translation in Action | 15 credits |
| Semester 2 | ML1017 | Visual and Textual Analysis Across Cultures | 15 credits |
| Semester 1 | ML1006 | Language and Society | 15 credits |
| Semester 2 | TS1005 | General Translation | 15 credits |
| Semester 2 | ML1016 | Thinking Revolution and Conflict in Europe and Beyond | 15 credits |
| Semester 2 | ML1008 | Independent Project | 15 credits |

Notes

Students wishing to take ML1008 Independent Project 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.

Level 5/Year 2 2026/27

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 |

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| 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 |
| 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 | 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 |

| Delivery period | Code | Title | Credits |
|-----------------|--------|--------------------------|------------|
| Semester 1 | TS2003 | Practical Translation | 15 credits |
| Semester 1 | TS2005 | Consecutive Interpreting | 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 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 Choose an item. 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.

120 credits in total

Notes

n/a

Level 6/Year Final 2027/28 or 2028/29 if going on a Year Abroad

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 | TS3003 | Advanced Translation | 15 credits |
| Semester 1 | TS3004 | Audiovisual Translation | 15 credits |
| Semester 2 | TS3005 | Managing Translation Project | 15 credits |

Option modules available to students studying ONE language for 90 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 essay (ML3176 Extended Essay) in final year should note that this is available by successful application to the Section Coordinator only. Selection will be based on the student's prior academic performance and the strength of the research plans that they are able to present.

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)

