1. **Programme title and code:**

    Modern Languages BA (R900)*
    Modern Languages with a Year Abroad BA*

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

    a) HECOS Code

HECOS Code	%
100329	100%

    b) **UCAS Code (where required)**

       R900

2. **Awarding body or institution:**

University of Leicester

3. a) **Mode of study**

Full-time

    b) **Type of study**

Campus-based

4. **Registration periods:**

Modern Languages BA

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 six years.

5. **Typical entry requirements**

A Level: BBB at A2 level including French/Italian/Spanish (depending on programme of study). 128 points from 3 A levels with a minimum of 40 points in French/Italian/Spanish. General Studies accepted as one of the three A2 levels.

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 French/Italian/Spanish at grade 7 (or equivalent).

Access to HE Courses: Pass relevant Access to Higher Education course with 45 level 3 credits including 30 at distinction. 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*:*

Equip students with a high degree of proficiency in the use of French, Italian and Spanish and upper-intermediate level of Chinese – depending on pathway chosen, a maximum of three languages can be selected.

- Promote explicit knowledge of the languages studied through an awareness of language systems.

- Provide students with a comprehensive knowledge and understanding of the cultures, communities and societies where French, Italian, Spanish and Chinese are used, through approaches which draw key ideas, concepts and methodologies shared with other disciplines, including literary, cultural and film studies, historical, social and political.

- 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.

- 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.

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 varieties of the target languages.	Spoken and written language classes including video laboratory classes. Online grammar practice. Optional Summer programmes and year abroad in target countries.	Weekly assignments, including exercises marked on line, examinations, role-plays and presentations in the target language.
Knowledge and critical understanding of the cultures and societies of target countries.	First year cultural studies programmes, requirement to watch TV news from target countries, lectures and seminars throughout course.	Essays, portfolios, presentations, examinations.

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understanding of the principles of phonology, syntax and discourse required to analyse the target languages.	Language classes from years one to final.	Tests and examinations.
Techniques for translating between target and source languages.	Specific translation sessions within language classes.	Contextualised translating and interpreting tasks.
Techniques for the analysis of texts (literary, filmic, journalistic).	Textual analysis classes, film sequence analysis in film modules, language classes.	Essays, seminars and presentations, sequence analysis-based assessment.

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to analyse through appropriate methodologies aspects of the literatures, cultures, linguistic contexts, history, political and social structures of target countries.	Lectures, seminars, independent reading and research.	Essays, seminar presentations, examinations, contributions to discussion.

iv)   Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to give a presentation in the target languages on a topic of cultural or sociopolitical interest.	Seminar presentations, oral classes	Assessed presentations, oral examinations.
Ability to present coherent arguments based on research and personal synthesis of material.	Essay, presentations and learning skills sessions; seminars and practical classes.	Assessed essays, presentations, examinations.

v)   Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 to watch news in target language.	Essays, examinations, reporting back on news in spoken language classes.

vi)   Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Intercultural awareness and understanding.	Seminar discussion, study of literature, cinema, current news, role-play and drama, periods of residence in target country.	Seminar presentations, essays, role- play, year abroad research project.

b) **Transferable skills**

i)   Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Fluent, accurate and appropriate communication in target languages.	Spoken language classes, language laboratory sessions, residence abroad.	Role-play exercises and simulations, oral examinations.

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

ii)   Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Production of texts of various types demonstrating accuracy and appropriate discourse conventions.	Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types.	Assessed language tasks, examination.
Ability to produce accurate translations between target and source languages.	Translation classes.	Assessed translation tasks, examination.
Ability to produce written argumentations and critical analyses.	Lectures, seminar and essay writing skills sessions.	Essays, assessed analyses and reviews.

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 and other language activities, bulletin boards in target languages, use of internet for research, use of IT to present material.	On-line exercises as requirement, critical appraisal of internet material in presentations.

iv)   Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to use basic statistical methods in carrying out a research project.	Sessions to introduce concepts in data gathering and analysis in language classes and in cultural modules.	language and cultural modules projects.

v)   Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Team-management and group- working skills, collaborative planning.	Pair and group tasks in oral classes and group projects in cultural modules, including video productions and group presentations.	Assessed group tasks, self-assessment of group-working skills.

vi)   Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to identify, describe and analyse problems and to devise appropriate strategies for their resolution.	Assignment tasks involving increasing levels of critical engagement as course proceeds, error analysis through use of marking system.	Coursework assignments, examinations, research projects, ability to self-correct language work.

vii)   Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understanding of information and referential structure of texts.	Language classes, comprehension exercises.	Assessed comprehension tasks.
Ability to produce summaries and translation in the target language and between target and source languages.	Work on summary and translation in language classes.	Assessed summaries and translations.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to make a personal synthesis of information gathered from paper, audio-visual and online sources in target and native languages.	Research tasks, seminar presentations, oral examinations based on dossier of material.	Essays, presentations, class assignments.

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, 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.	Essays, research projects.

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

This degree programme follows the University's rules on course transfers set out in Senate Regulations 2.

Students transferring from within the University of Leicester or into the University of Leicester are required to have language proficiency equivalent to the year they are transferring into.

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 an optional summer programme in target country – either France, Italy or Spain - at end of Year 1, involving tuition from native speakers at a University, linguistic immersion through accommodation with local families.
- Opportunity for total immersion in the target language and culture during the optional year abroad .

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

12a. Research-inspired Education

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

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	The programme provides a thorough grounding in literary and cultural analysis, as well as in critical theories, through a thematically anchored, comparative analysis of cultural responses to a range of global, real-world issues. It draws on international and multilingual research, ensuring that the knowledge and skills our graduates acquire through the programme will have applications across the world. · **Research 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.
Research-based Framed enquiry for exploring existing knowledge.	· **Research based**: Lectures, seminars and assessments are based on current research, putting diverse and, sometimes, conflicting- discursive approaches into context.
Research-oriented Students critique published research content and process.	· **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. .
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**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. 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.

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 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 2023 NSS Modern Languages achieved an overall satisfaction score of 92%. Students' comments praise in particular the vibrant and supportive student-staff community within Modern Languages. Modern Languages at Leicester was ranked 10th nationally in the Guardian university league table 2020. 95% of the research in Modern Languages at Leicester 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]

Appendix 1: Programme structure (programme regulations)

Updates to the programme

Academic year affected	Module	Update
The Year Abroad 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	Addition of a core module
2025/26	ML1016 Thinking Revolution and Conflict in Europe and Beyond	Optional module added
2025/26	ML1040 Translation in Action	Optional module added
2025/26	ML1017 Visual and Textual Analysis Across Cultures	Optional module added
2025/26	ML1008 Independent Project	Optional module added
2025/26	FR1014 Twentieth Century French Literature	Optional module removed
2025/26	IT1027 Authors and Genres	Optional module removed
2025/26	IT1029 Italy since 1945	Optional module removed

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 BA

1. Students begin the programme with either two or three languages (French, Italian, Spanish, and Chinese). Only one of these languages can be started at ab initio level (either French, Italian or Spanish; Chinese can only be taken ab initio). All languages selected can be studied over the duration of the programme, or the student can drop one language at the end of Year 2 to focus on two languages n the final year.

2. There are two main routes through the 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 for Chinese, which can only be taken on the ab initio route s and in final year will reach an Upper-Intermediate level. Please see the diagrams below.

Notes:

1. *Optional modules are listed at the end of each year; they may be subject to change from year to year **and will not run if under-recruiting**.*

2. Students whose native language is either French, Italian, Chinese 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 TS or ML 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.

FIRST YEAR

Students are advised to attend an optional two-week summer school, organised by the School of Modern Languages and in one of the languages (French, Italian or Spanish) they are studying, during the long vacation at the end of the first year. Students studying at beginner's level should go (except for Chinese) to the summer school in that language.

Level 4/Year 1   2025/26

Credit breakdown

Two language option taking one Advanced level language and one Beginner level language

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

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

120 credits in total

Credit breakdown

Two language option taking two Advanced level languages

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

120 credits in total

Credit breakdown

Three language option taking two Advanced level and one Beginner level language

Status	Year long	Semester 1	Semester 2
Core	Choose an item. 90	15 credits	n/a
Optional	n/a	n/a	15 credits

120 credits in total

Credit breakdown

Three language option taking three Advanced level languages

Status	Year long	Semester 1	Semester 2
Core	90 credits	15 credits	n/a
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
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
Sem 1	ML1015	Introduction to Modern Languages Studies	15 credits
Sem1	ML1006	Language and Society [NOT core for students on three-language pathway]	15 credits

Notes

Option modules

Delivery period	Code	Title	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

A student registered on the three-language option may choose to drop a language and move to the two-language option at the end of Year 1 or 2.

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

Two language option taking either one Post-Advanced level and one Post-Beginner level, or two Advanced level languages

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

Three language option taking either two Post-Advanced level and one Post-Beginner level, or three Advanced level languages

Status	Year long	Semester 1	Semester 2
Core	90 credits	n/a	n/a
Optional	n/a	15 credits	15 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	ML2025	Chinese Language Post-Beginners	30 credits
Year long	SP2005	Spanish Language Post-Beginners	30 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	FR2030	Politics, Technology, and Ecology in Francophone Culture	15 credits
Semester 1	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
Semester 2	SP2035	Contemporary Mexican Cinema	15 credits

Notes

A student registered on the three-language option may choose to drop a language and move to the two-language option at the end of Year 1 or 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 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

Two language option
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.
<p align="center">120 credits in total</p>

Level 6/Year Final   2028/29

Credit breakdown

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

Credit breakdown

Three language option, all Proficiency level

Status	Year long	Semester 1	Semester 2
Core	90 credits	n/a	n/a
Optional	n/a	15 credits	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	FR3111	Final Year French Language (Proficiency)	30 credits
Year long	IT3010	Final Year Italian Language (Proficiency)	30 credits
Year long	SP3010	Final Year Spanish Language (Proficiency)	30 credits
Year long	ML3025	Chinese Language Upper-Intermediate	30 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 2	FR3208	Gender and Power in Contemporary France	15 credits
Semester 1	SP3161	Gender in the Spanish American Development Novel: Selfhood & Society	15 credits
Semester 1	ML3043	Film and Social Change	15 credits
Semester 1	ML3042	Multilingual Professional Interpreting	15 credits
Semester 2	ML3040	Global Eco-Cultures	15 credits
Semester 2	ML3041	Migration, Borders, Belonging. Approaches and Representations	15 credits
Semester 1	ML3020	Teaching English to Speakers of Other Languages (1)	15 credits
Semester 2	ML3021	Teaching English to Speakers of Other Languages (2)	15 credits
Semester 2	ML3176	Extended Project	15 credits

Notes

Language specific options (coded FR/IT/SP) can only be taken by students studying that language. ML-coded optional modules can be taken by students studying any language. Students wishing to undertake an extended essay (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).