UNIVERSITY OF LEICESTER

1. **Programme Title(s) and UCAS code(s):**

    BA Translation and Interpreting (3 year programme) (2Q00)
    BA Translation and Interpreting with a year abroad (4 year programme) (2Q11)
    BA Translation and Interpreting with a year in industry (4 year programme) (2Q11)

2. **Awarding body or institution:**

    University of Leicester

3. a) **Mode of study:** Full-Time
    b) **Type of study:** Campus based

4. **Registration periods:**

    Three Year variant
    The normal period of registration is three years
    The maximum period of registration is five years

    Year Abroad and Year in Industry Variant
    The normal period of registration is four years
    The maximum period of registration is six years*
    * Students are required to spend a full academic session abroad or in industry in the third year

5. **Typical entry requirements:**

    A Level: Three A levels (ABB) or equivalent. For native English speakers, one A-level (minimum grade B) or equivalent must be in Arabic or Chinese, and for native Arabic or Chinese speakers, one A-level (minimum grade B) or equivalent must be in English. Students undertaking the advanced language route must have an A-level (minimum grade B) or equivalent in the modern language that they wish to study (French, Spanish or Italian).

    European Baccalaureate Pass with 77% overall.

    International Baccalaureate Pass Full Diploma with 32 points overall,

    Arabic or Chinese High School Leaving Diploma with 80% in Arabic or Chinese Language and 80% overall and either a one-year foundation programme with 65%, or one year of university with 80% overall. IELTS 6.5.

    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.

6. **Accreditation of Prior Learning:**

    Students who hold the Chartered Institute of Linguists Diploma in Public Service Interpreting for Chinese (or other languages to be offered for translating/interpreting in the future) with Merit or Distinction, or equivalent qualifications will not be required to take the BA Translation Modules "Introduction to interpreting" (10 credits), "Introduction to translating" (10 credits) and "Consecutive interpreting" (15 credits).

    Students who hold the Chartered Institute of Linguists Diploma in Translation for Chinese Or Arabic (or other languages to be offered for translating/interpreting in the future) with Merit or Distinction, or equivalent qualifications, will not be required to take the BA Translation Modules "Introduction to

interpreting" (10 credits), "Introduction to translating" (10 credits), "Practical Translation" (15 credits), and "Advanced Translation" (15 credits).
It is not possible to claim Accreditation of Prior Learning for both qualifications together.

The Prior Learning Accreditation will not be graded.

7. **Programme aims:**

The programme aims to ensure that upon completion of their period of study students have:

- acquired advanced text analytical skills;
- acquired advanced translating skills;
- acquired a solid foundation in interpreting;
- developed their ability to use the European language they are learning *ab initio* or from advanced level for purposes of understanding, expression and communication;
- developed enhanced intercultural awareness;
- acquired explicit knowledge of language and languages;
- acquired knowledge of aspects of the cultures, communities and societies where the languages are used;
- acquired an understanding of the translation profession;
- acquired transferable graduate skills.

8. **Reference points used to inform the programme specification:**
- QAA Benchmark Statement for Languages and Related Studies
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf
- QAA Benchmark Statement for Linguistics
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-Linguistics-15.pdf
- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- University of Leicester Learning Strategy
  http://www2.le.ac.uk/offices/sas2/quality/learnteach
- University of Leicester Employability strategy
- University of Leicester Periodic Developmental Review (2014)
- National Student Survey
- First Destinations Data
- Graduate survey
- External examiners' reports
- ADR

9. Programme Outcomes:

Translation and Interpreting BA:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
• Knowledge of the structures, registers and regional varieties of the target languages, and of the commonalities and differences between them. • Knowledge and critical understanding of the cultures and societies of the target-language countries. • Knowledge of the history and development of translation and interpreting studies and practices. • 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	• Spoken and written language classes including language laboratory classes; • On-line/VLE grammar practice activities; • Summer School language and cultural programmes; • A year studying abroad in target-language countries; • Cultural studies programmes; • Translation studies theoretical and practical modules; • Guided reading; • Seminars and in-class discussion	• Preparation of weekly formative assignments, including exercises marked on-line; examinations; oral role-plays and presentations in the target language(s); active and engaged participation in class discussions. • Summative essays, portfolios, presentations and examinations
(ii) Understanding and application of key concepts and techniques		
• Syntax and discourse required to analyse and deploy the target languages. • Knowledge of and ability to apply/adopt techniques for/ approaches to the analysis of a variety of forms of cultural texts (literary, filmic, journalistic). • The ability to describe and discuss the core concepts relevant to translation and interpreting studies and theory. • The ability to apply techniques of oral and written text analysis in the target and native languages.	• lectures and seminars; • independent reading and private study; • in-class discussions; • feedback on class participation and on assessed work • weekly language classes from years one to four, covering the four key skills • Cultural studies lectures and seminars examining literature, visual culture, and cultural histories; • Guided reading; • Seminars and in-class discussion. • Lectures in the theory, history and practice of Translation Studies; • seminars; • guided reading; • in-class discussion. • Lectures and seminars in translation practice; • Exercises in text analysis, translation and interpreting.	• 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; • Active and engaged participation in formative In-class discussions. • Active and engaged participation in formative In-class discussions. • Active and engaged participation in formative In-class discussions.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
• The ability to sight translate, translate, interpret and edit a variety of text types using a variety of technical translation tools, including translation memories and subtitling programmes.	• Lectures and seminars in translation practice; • exercises in translation and interpreting; • the examination of others' analysis, translations and interpretations.	Students' abilities in the analysis, sight translation, translation and interpretation of texts will be assessed through: • Practical assignments in text analysis, sight translating, translating and interpreting. • Critical evaluative comments on their own and others' analyses, translations and interpretations. Formative in-class discussions
• The ability to extract information from a range of written and spoken sources. • Knowledge of and the ability to apply techniques for collecting reliable data (questionnaires, interviews, observation), and recognition of the ethical issues involved.	• Practical exercises and workshops including sessions using the interpreting booths • Lectures and seminars; • In-class discussions; • Guided reading; • Preparation for projects, presentations, and assignments; • Feedback on class participation and on assessed work.	Students' abilities to collect and analyse data and to extract information from written and spoken sources will assessed through: • Project presentations • The Translation Project • The Dissertation • Project presentations and assessed projects; • Essays and examinations.
• The ability to plan, design and execute research and investigations, either as a member of a group or individually. • The ability to function linguistically and socially in several cultures.	• Lectures and seminars; • In-class discussion; • Preparation for and delivery of projects, presentations and assignments. • The Summer School and the Year Abroad; • Language classes and workshops.	• Year Abroad projects and exams; • Language examinations • Essays and exams; • Language projects and portfolios; • Presentations.
• The ability to use language creatively and precisely for a range of purposes and audiences. • The ability to reflect critically and make judgements in light of evidence and argument.	• Lectures and seminars; • Language classes; • Presentations and projects. • Lectures; • Seminars; • In-class discussion and presentations	• Essays • Presentations; • Formative and summative examinations. • Language projects and assignments; • Essays; 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	

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Critical analysis of key issues		
• 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. • Knowledge of the key issues in the theory and practice of translating and interpreting, including issues affecting the translating and interpreting professions. • 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		
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 examinations
(v) Critical appraisal of evidence with appropriate insight		
• Ability to synthesise and evaluate relevant sources on the subjects studied. • Awareness of cultural and political reference systems in the target-language countries. • Ability to describe and use, under supervision, basic techniques for collecting and analysing data. • 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vi) Other discipline specific competencies		
• Intercultural awareness and understanding. • Acquisition of translating and interpreting skills. • Familiarity with the genre conventions of a variety of text types. • Ability to describe, discuss and evaluate the relationship between sound, image and language in multi-media texts. • Ability to produce subtitles using relevant subtitling programmes and techniques. • Ability to demonstrate understanding of the principles of screen translating. • Research skills required for development of relevant background knowledge and terminology preparation for interpreting tasks. • Understanding of the translation profession	• Participation in seminar discussions • The in-depth study of literature, visual cultures, current news, • Periods of residence in target country. • Hands-on practice in translation and interpreting activities. • Analysis of texts and of existing translations and subtitles of a variety of text types. • Class demonstrations and discussions. • Guided reading. • Individual research for simulated tasks	• Seminar presentations both individual and in groups. • Essay writing. • Role-play activities in language classes. • Preparation of critical commentaries on students' own and others' subtitles. • Practical language and translation exercises. • The Translation Project. • The Year Abroad and/ or the Year in Industry
(b) Transferable skills		
(i) Oral communication		
• The ability to speak fluently, accurately and in a contextually-appropriate manner in the target languages. • The ability to give well-structured and effective oral presentations demonstrating awareness of audience the target languages • The ability to mediate and interpret between target and source cultures	• Spoken language classes, language laboratory sessions, and a year-long period of residence abroad. • Seminar presentations, oral examination practice followed by feedback. • Translating and interpreting tasks	• Formative and summative role-play exercises and simulations. • Oral examinations. • Assessed translating and interpreting tasks
(ii) Written communication		
• The ability to communicate fluently, accurately and in a contextually- appropriate manner in writing in the target languages. • The ability to produce texts of various types demonstrating accuracy and appropriate discourse conventions in both the target languages. • The ability to produce accurate translations between target and source languages	• Weekly language assignments including register exercises, study of and practice in reproducing discourse features of a variety of text types. • Written assignments and feedback on them. • Self and peer evaluations tasks. • Practice essays and translations. • The Year Abroad and/or in Industry	• Formative and summative written language tasks including examinations. • Formative and summative translation tasks, including examinations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Information technology		
• The ability to use IT effectively both as a means of communication and as an aid to learning. • The ability to search electronic databases for the purposes of research, store the results, and produce a variety of electronic documents. • Knowledge of and ability to use electronic tools for translation. • The ability to evaluate such tools critically in the context of different desired translating outcomes. • The ability to use IT skills to communicate by email and other electronic means (Twitter, Facebook, blogs, etc.)	• On-line grammar practice. • Use of University and other VLEs. • Other Computer-Assisted Language Learning (CALL) or Technology in Literacy Education (TiLE) activities. • Use of the Internet and online databases for research purposes. • Use of IT skills to present material in oral presentations and written pieces of work	• Successful participation in on-line, CALL or TiLE exercises. • Successful participation in University VLE-based (Blackboard) activities such as reflective seminar blogs. • Activities involving the critical appraisal of internet material in submission of word processed coursework assignments. • Practical assignments which will include critical evaluations of the resources used).
(iv) Numeracy		
• The ability to interpret graphs and extract relevant information. • The ability to interpret statistics and numerical trends and express them coherently in oral and written formats. • The ability to produce information presented in the form of graphs, diagrams and tables in response a given rubric	• Practical exercises involving data analysis, especially of language corpora. • Analysis of statistics in current affairs documents in oral and written language classes, and in cultural studies modules. • Through guided preparation for work placements	• The presentation of relevant information in essays • Via the translation project • Via the dissertation. • Via assessed oral presentations, summaries and essays. • Via the work placement report for the Year Abroad (where relevant).
(v) Team working		
• Team-management skills. • The ability to work with others towards achieving a common goal	• Group projects and presentations. • Pair, small group and plenary tasks in oral classes and in seminars	• Group project and presentation assignments. • Assessed group tasks. • Self-assessment of group-working skills
(vi) Problem solving		
• The ability to identify, describe and analyse problems. • The ability to devise appropriate strategies for their resolution alone or in consultation with others and through guided research for solutions	• Assignment tasks involving increasing levels of critical engagement as course proceeds. • Responding to error analysis provided in assignment feedback. • Identifying and discussing translation problems in their own and others' translation/interpreting practice. • Consulting with experts in the preparation of translations. • Guided research using a variety of resources in the preparation of translations and in the preparation for interpreting tasks	• Coursework assignments • Examinations • Research projects • The ability to self-correct language work. • Annotation of translations • The translation project • Formative and summative presentations • The dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vii) Information handling		
• Understanding of information and referential structures of a variety of written and oral/aural texts. • The ability to produce résumés in the target language and between target and source languages. • The ability to make a personal synthesis of information gathered from paper, audio-visual and electronic sources in both target and native languages. • The ability to search out information stored on paper, electronically or visually • The ability to present a focused, directed and clear discussion of such information. • The ability to evaluate alternative analyses of a given data set	• Lectures and seminars. • Practical formative and summative assignments. • In-class discussions. • Language classes and language comprehension exercises. • Work on résumé skills in language classes. • Translation classes and tasks. • Research tasks • The carrying out of seminar presentations and oral examinations based on a dossier of material	• Assessed comprehension tasks. • Assessed résumés and translations. • Essays, dissertations, presentations
(viii) Skills for lifelong learning		
• Strategies for self-monitoring and continued maintenance and development of skills in target languages. • Effectiveness and self-awareness as an independent learner. • The ability to undertake self-directed study and learning, with appropriate time-management. • The ability to work independently to reinforce, consolidate and update their language and translation skills	Skills for lifelong learning will be acquired by way of the programme as a whole, as its ethos and aims are very much focused on life after university. Translators and interpreters must continuously update their linguistic, cultural and subject knowledge, and this will be emphasised throughout the programme classes and activities. Students will therefore be equipped to continue their professional and personal development through the metalinguistic awareness they develop via language classes and via tasks designed to expand target language repertoire.	Students' skills for lifelong learning cannot really be demonstrated until they leave the university. However indicators of the acquisition of these skills can be found in: • Research tasks • Independent, critical and analytical reading and viewing • Language and translation assignments • Students' ability to self-correct. • The successful completion of the translation project and the dissertation in particular, since these – and especially the dissertation – encourage independent research and thought

10. Progression points:

This degree programme follows the University's standard progression rules set out in Senate Regulation 5. However, all core language modules must be passed in order to progress to the following year of the programme and must be passed at Honours level (40%+). Final Year core language programmes must be passed at Honours level in order to graduate.

11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in Senate Regulation 5

12. Special features

This is an innovative programme which allows undergraduate students who have English and Chinese or Arabic to A-level standard or equivalent to combine training and education in the use of these two languages to translate (mainly) and (to a lesser degree) interpret, with learning a second European language from among those offered in the School (French, Italian and Spanish or EFL).

Consolidation of linguistic skills and opportunity for cultural enrichment is provided at an early stage of the course through a three-week summer programme in France, Italy or Spain or in the UK (For EFL track)

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 further development of autonomous study skills in universities abroad following a guided programme of learning for the period spent abroad.

In terms of the practical requirements of this degree, 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 has been acquired.

One of the special features of the proposed 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 of which are designed to develop students' generic skills in problem solving, communicating, information gathering and working either independently and/or as a team.

13. Indications of programme quality

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

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

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

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

14. External Examiners

The details of the Modern Languages External Examiner(s) for this programme and the most recent External Examiners' reports can be found here.

Appendix 1: Programme structure (programme regulations)

There are two main pathways through the 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 FR1020 French Beginners and FR1021 French 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. Please see the diagrams below.

Note: Modern Languages optional modules are listed at the bottom. Optional modules may be subject to change from year to year.

<u>**Translation and Interpreting**</u>
Other language *ab initio*

Year 1

Semester	Language (L)/ Translation (TR)		Module name	Credits
1	L		One of: FR1020 – French Language (Beginners) 1 SP1020 – Spanish Language (Beginners) 1 IT1020 – Italian Language (Beginners) 1 Or for EFL pathway: both EL1007 Advanced Speaking And EL1005 Advanced Writing	20 20 20 10 10
1	L		One of FR1000/SP1000/IT1000 Or for EFL pathway, ML1000 - Core Skills for Modern Language Students	10
1	TR		ML1001 Introduction to interpreting	10
1	TR		ML1002 Introduction to translating	10
1	L	**Either**	One of: FR1012 – Textual Analysis FR1017 – Understanding Contemporary France SP1026 – Contemporary Spain SP1027 Latin American Society and Culture: Mexico & Mesoamerica SP1029 – Latin American Society and Culture: South America SP1031 – Latin American Film and Culture SP1041 – Spanish Literature and Film SP1051 – A History of Spain IT1028 – Introduction to post-Unification Italy	10 10 10 10 10 10 10 10 10 10
1	L	**Or**		

			Or for EFL pathway:	
			EN1034: Studying Language	10
2	L		One of: FR1021 – French Language (Beginners) 2 SP1021 – Spanish Language (Beginners) 2 IT1021 – Italian Language (Beginners) 2 Or for EFL pathway: both EL1008 Advanced Speaking And EL1006 Advanced Writing	20 20 20 10 10
2	TR		ML1003 English Text Analysis	10
2	TR		ML1004 Introduction to translation studies	10
2	TR		ML1005 General Translation	20

Year 2

Semester	Language (L)/ Translation (TR)		Module name	Credits
1	L		Language Studies module Or for EFL pathway: one of the following EL2011 English Pronunciation EL2012 Words & Meaning: English Vocabulary Development EL2013 English Grammar in Use EL2015 English Listening Skills	15 15 15 15 15
1	TR		TS2001: Advanced English text analysis (1)	15
1	TR		TS2003: Practical Translation	15
1	TR		TS2004: Electronic tools for translators	15
2	L		Language Studies module Or for EFL pathway: one of the following EL2011 English Pronunciation EL2012 Words & Meaning: English Vocabulary Development EL2013 English Grammar in Use EL2015 English Listening Skills	15 15 15 15 15
2	TR		TS2002: Advanced English text analysis (2)	15
2	TR		TS2005: Consecutive Interpreting	15
2	TR		TS2006: Translation Studies	15

Year 3 (year abroad or year in industry variants only)

For students undertaking the year abroad or the year in industry the third year is spent as an Erasmus student in a translation school or in a work placement or in a combination of the two (one semester translation school, one semester work placement).

Students on their year abroad will have to pass 50% of their year abroad credits and students who are on a Year in Industry will have to write and pass a report on their work experience. Assessment of the degree will adopt the 40/60 format (40% for the second year and 60% for the final year).

Year 4 (year 3 for students on 3-year programme)

Semester	Language/ Translation		Module name	Credits
1	L		Language Studies module	15
			Or for EFL pathway:	
			EL3021 Language & Literature	15
1	TR		TS3001: Conference Interpreting (1)	15
1	TR		TS3003: Advanced Translation	15
1	TR		TS3004: Audiovisual Translation	15
2	L		Language Studies module	15
			Or for EFL pathway:	
			EL3022 Language and Literature	15
2	TR		TS3005: Translation Project	15
2	TR		TS3006: Extended Translation	15
2	TR		TS3002: Conference Interpreting (2)	15

With advanced other language skills

Year 1

Students must select the relevant modules for their chosen language from the lists below. Students may only study modules from one language (Fr/SP/IT).

Semester	Language (L)/ Translation (TR)		Module name	Credits
Whole Year	L		One of: FR1010 – Modern French Language Advanced 1 SP1010 – Spanish Language (Advanced) IT1010 – Italian Language Advanced	20 20 20
1	TR		ML1001 Introduction to interpreting	10
1	TR		ML1002 Introduction to translating	10
1	L		One of FR1000/SP1000/IT1000 - Core Skills for Modern Language Students	10
1	L	**Either**	FR1017 – Understanding Contemporary France 1, **and** FR1012 – Textual Analysis	10 10
1	L	**Or**	IT1038 – Introduction to post-Unification Italy	20
1	L	**Or**	Two of:	

			SP1026 – Contemporary Spain	10
			SP1027 Latin American Society & Culture: Mexico & Mesoamerica	10
			SP1041 – Spanish Literature and Film	10
2	L		One of: FR1018 – Understanding Contemporary France 2	10
			SP1029 Latin American Society and Culture	10
			SP1031 – Latin American Literature and Film	10
			SP1051 – A History of Spain	10
			IT1029 – Italy since 1945	10
2	TR		ML1003 English Text Analysis	10
2	TR		ML1004 Introduction to translation studies	10
2	TR		ML1005 General Translation	20

Year 2

Semester	Language (L)/ Translation (TR)		Module name	Credits
1	L		Language module	15
1	TR		TS2001: Advanced English text analysis (1)	15
1	TR		TS2003: Practical Translation	15
1	TR		TS2004: Electronic tools for translators	15
2	TR		TS2002: Advanced English text analysis (2)	15
2	TR		TS2005: Consecutive Interpreting	15
2	TR		TS2006: Translation Studies	15
2	L		Language module	15

Year 3 (year abroad or year in industry variants only)

For students undertaking the year abroad or the year in industry the third year is spent as an Erasmus student in a translation school or in a work placement or in a combination of the two (one semester translation school, one semester work placement).

Year 4 (year 3 for students on 3-year programme)

Semester	Language (L)/ Translation (TR)		Module name	Credits
1	L		Language module	15
1	TR		TS3000 1: Conference Interpreting (1)	15
1	TR		TS3003: Advanced Translation	15
1	TR		TS3004: Audiovisual Translation	15
2	TR		TS3005: Translation Project	15
2	TR		TS3006: Extended Translation	15
2	TR		TS3002: Conference Interpreting (2)	15
1	L		Language module	15

Appendix 2: Module specifications

See module specification database: http://www.le.ac.uk/sas/courses/documentation

AVAILABLE MODERN LANGUAGE MODULES

Year 2

Code	Title	Credits (semester)	Credits (year)
ML2007	**Modern Languages Summer School**	**0**	
Core Language Modules			
FR2010	Second Year Modern French Language (Post-Advanced) ¾		30
Or			
FR2018	French Language Post-Beginners Year 2		30
IT2005	Italian Language Post-Beginners Year 2		30
Or			
IT2024	Italian Language Post-Advanced Year 2		30
SP2005	Post-beginners Spanish language		30
Or			
SP2010	Post-Advanced Spanish Language		30
Optional Cultural Studies Modules			
FR2032	Introduction to French Linguistics	15	
FR2042	Challenging Perspectives: Conflict and Relations in French Culture	15	
FR2044	Bande dessinée	15	
FR2045	Media and Cultural Practices in France	15	
FR2046	French Urban Space	15	
FR2047	History and Memory in French Literature	15	
IT2011	Italian Linguistics	15	
IT2012	History of Italian Cinema	15	
IT2016	Italian Society and Culture under Fascism	15	
SP2023	The Spanish Civil War in Literature and Film	15	
SP2025	Argentina: From Perón to Kirchner	15	
SP2030	Federico Garcia Lorca	15	
SP2035	Contemporary Mexican Cinema	15	
SP2036	Drugs and Displacement in Contemporary Colombian Culture	15	
SP2037	Hispanic Documentary Film	15	
SP2042	The Spanish Silver Age (1900 to 1950): A Revolution in Language	15	
SP2070	Latino/a Literature & Culture in the United States	15	
SP2071	South American Narratives of Dictatorship and Exile	15	
ML2020	The Latin World: Ancient, Medieval and Modern	15	
ML2021	Nations and Narrations	15	
ML2060	Languages in the Classroom	15	

Year 3 (Year abroad)

Code	Title	Credits (semester)	Credits (year)
ML3030	Year Abroad Placement Evaluation: Study or Work (Semester 1)	15	
ML3031	Year Abroad Placement Evaluation: Study or Work (Semester 2)	15	
ML3032	Year Abroad Placement Evaluation: Study or Work (Year Long)		30
ML3033	Language Skills (Semester 1)	45	
ML3034	Language Skills (Semester 2)	45	
ML3035	Language Skills (Year Long)		90

Year 4 (Final year)

Code	Title	Credits (semester)	Credits (year)
Core Language Modules			
FR3111	Final Year French Language		30
IT3010	Final Year Italian Language		30
SP3010	Final Year Spanish Language		30
Optional Cultural Studies Modules			
FR3051	Bilingual Writing and Self-Translation: Literature in a Cross-Cultural Perspective	15	
FR3125	Immigration and Ethnicity in Colonial and Post Colonial France	15	
FR3140	Norms and Margins in French Cinema	15	
FR3202	Interpreting French	15	
FR3206	Narratives of the Self in Literature and Film	15	
FR3208	Gender and Power in Contemporary France	15	
IT3136	Contemporary Italian Fiction	15	
IT3139	Post-war Italian Directors	15	

IT3144	Visions of Modernity	15
SP3134	Boom Literature: Language and Creation	15
SP3140	Cinematic Representations of Latin America: Local versus Global	15
SP3145	The Cinema of Luis Buñuel	15
SP3155	Putumayo: the history and culture of a Latin American conflict zone	15
SP3162	Contemporary Women's Writing in Spain	15
SP3165	Spain and its Others	15
SP3182	Spanish Horror Cinema	15
ML3020	Teaching English to Speakers of Other Languages (1)	15
ML3021	Teaching English to Speakers of Other Languages (2)	15
ML3176	Dissertation	15

*Students wishing to undertake an extended essay in Language in final year should note that this is available by successful application to the Director of Studies 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.

CONTENT MODULES

Guided Independent Study: Indicative Activities

Each student uses their independent study time differently, but as a broad guide, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Lecture, seminar and tutorial preparation (20%)
Lecture, seminar and tutorial revision (20%)
Assessment preparation (35%)
Reflecting on assessment feedback (5%)
Wider reading/research (20%)

LANGUAGE MODULES

Guided Independent Study: Indicative Activities

Each student uses their independent study time differently, but as a broad guide, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Class preparation (20%)
Class revision (15%)
Assessment preparation (30%)
Reflecting on assessment feedback (15%)
Immersion in the Target Language (20%)