



This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

### Programme Details

<b>1. Programme title</b>	Modern Languages and Cultures		
<b>2. Award type</b>	Bachelor of Arts		
<b>3. Programme details</b>	<b>FHEQ Level:</b> 6	<b>Mode of Study:</b> Full time Full time	<b>Duration:</b> 4 years 5 years (Foundation)
<b>4. Faculty</b>	Faculty of Arts and Humanities		
<b>5. School</b>	<b>Owning:</b> School of Languages, Arts and Societies		
<b>6. Accrediting Professional or Statutory Body</b>	None		
<b>7. HECoS code</b> <i>Select between one and three codes from the <a href="#">HECoS vocabulary</a>.</i>	<b>Code:</b> 100329 <b>Percentage:</b> 100	<b>Code:</b> <b>Percentage:</b>	<b>Code:</b> <b>Percentage:</b>
<i>Programme code (internal use)</i>	LASU015 (Full time) LASU024 (Foundation)		

## 9. Programme aims

The programme aims to:	
<b>A1</b>	To provide students with the opportunity to study the wide range of languages and cultures taught in the School, to support them as they learn to speak, read, write and understand the language(s) in a range of registers, styles and contexts and to discuss the relevance of key historical, political events within the culture(s) studied through the study of key texts and media. A key aim in this process is to inspire students to be passionate about their discipline and sensitize them to the inextricably close relationship between Languages and Cultures, the rewards derived from their study, their value and global impact.
<b>A2</b>	To foster the development of transferable analytical, communicative, cognitive, cultural and practical skills through high-quality teaching that is informed and invigorated by the research and scholarship of staff in the School. Students can benefit from opportunities for engagement with authentic and real-world challenges relating to Languages and Cultures and will learn to critically analyse and interpret the language, literature, history and politics related to the specific language(s) and culture(s) they have chosen to study.
<b>A3</b>	To provide students with opportunities for creative, independent study and individual research, and sustain a culture of research and teaching that is able to foster the free pursuit of knowledge, the impartial analysis of facts, values, ideas and theories, and the acquisition of intercultural awareness, leading to informed, tolerant and professional attitudes to Languages and Cultures. Students will be encouraged to critically reflect on the learning process including effective language learning strategies as well as the development of their professional skills and attributes. By the end of their degree programme, they will demonstrate intercultural awareness in a wide range of situations derived from the study of language, literature, history, politics and the experience of living abroad for a year.
<b>A4</b>	To respond to the diversity of student interests by providing a level of choice and to encourage students to make connections with (and interact with) disciplines within Languages and Cultures in accordance with their personal interests. The programme aims to encourage self-reflection and interests that can be sustained after graduation, either informally or through further formal study or research.
<b>A5</b>	To enable students to acquire skills (including interpersonal skills), experience and knowledge in one or more languages that will be valuable assets for a diversity of posts in the employment market. and that will help them to make a difference and provide an effective contribution to the society in which they will live and work.
<b>A6</b>	To provide students with opportunities to enhance their intercultural awareness, to encourage their involvement in activities that apply their knowledge in a meaningful way (working effectively both independently and as a member of a team) and, through the period of residence abroad, foster their self-development (skills in adaptability, flexibility, problem solving, resilience, risk-taking, time management and so forth). The programme particularly aims to enhance the students' openness to other cultures and global outlook (i.e. their ability to understand and appreciate different perspectives and cultural practices) and produce socially responsible graduates who will exhibit ethical behaviour, understand and communicate to others the invaluable contribution that a knowledge of Languages and Cultures can make to the workplace, society and the wider world.

## 10. Programme learning outcomes

<p><b>Knowledge and understanding (K)</b></p> <p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	
<b>K1</b>	<p><b>LANGUAGE COMPETENCE</b></p> <p>Knowledge of how registers, styles, and contexts influence language use and communication.</p>
<b>K2</b>	<p><b>CULTURAL COMPETENCE, CRITICAL THINKING</b></p> <p>Discussing the relevance of key historical and political events within the studied cultures through key texts and media.</p> <p>Familiarity with essential primary and secondary sources related to the languages and cultures studied.</p>
<b>K3</b>	<p><b>INTERCULTURAL AWARENESS &amp; YEAR ABROAD</b></p> <p>Demonstrating intercultural awareness in diverse situations, informed by the study of language, cultural production, literature, history, politics, and the experience of living abroad.</p>
<b>K4</b>	<p><b>REFLECTION AND TRANSFERABLE SKILLS</b></p> <p>Critical reflection of the learning process, including effective language learning strategies and the development of professional skills and attributes and positionality.</p>
<p><b>Skills and other attributes (S)</b></p> <p><i>When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). <a href="#">SGAs can be found here</a></i></p> <p>On successful completion of the programme, students will be able to:</p>	
<b>S1</b>	<p><b>LANGUAGE COMPETENCE</b></p> <p>The ability to speak, read, write, and understand the language(s) across different registers, styles, and contexts.</p>
<b>S2</b>	<p><b>CULTURAL COMPETENCE, CRITICAL THINKING</b></p> <p>The ability to critically analyse and interpret language, cultural production, literature, history, and politics within the studied cultures.</p>
<b>S3</b>	<p><b>INTERCULTURAL AWARENESS &amp; YEAR ABROAD</b></p> <p>Demonstration of intercultural awareness in a wide range of situations derived from the study of language, cultural production, history, politics and experience of living abroad for a year.</p>
<b>S4</b>	<p><b>INDEPENDENCE AND COLLABORATION</b></p> <p>The ability to work independently and as part of a team deploying effective organisation, leadership and planning skills.</p>
<b>S5</b>	<p><b>CARRYING OUT RESEARCH</b></p> <p>The ability to carry out and present the findings from research relating to the study of modern languages and cultures, using appropriate research and presentation skills.</p>

S6

## REFLECTION AND TRANSFERABLE SKILLS

The ability to critically reflect on the learning process including effective language learning strategies as well as the development of your professional skills and attributes, and positionality; the ability to approach challenges with a flexible mindset, effectively and empathetically communicating with diverse audiences in international and multicultural contexts.

**11. Learning and teaching methods** (*this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus*)

**Induction Procedures** at Level 1 are designed to orientate the students towards the goals of the programme, acquaint them with the facilities available and develop basic bibliographic and study skills. Along the course of the academic year, students will be encouraged to develop independent learning skills (including autonomous language learning), understand the university context, support and resources available to them, and acquire digital literacy.

**Lectures** are used to impart essential knowledge relating to K1-K5 above. Some may be in the target language and therefore contribute to the development of receptive oral language skills as described above.

**Seminars** usually involve medium-sized groups engaging with a range of different activities including class discussions, group work and pair work. They may be staff-led or student-led and are used in three principal ways:

- At all Levels, seminars are used for target-language acquisition, focusing primarily on the receptive and productive skills in the relevant language(s) and the teaching of formal grammar. Students are exposed to as much authentic material in the target language as possible. Language seminars may be conducted in the relevant language(s) or English, depending on the level and nature/ objective of the seminar, and may include translation from the language of study.
- They are also used in conjunction with lectures and are designed to reinforce and consolidate information imparted through lectures by allowing students to work through, analyse, understand and respond to that information.
- Seminars are used as a key learning and teaching method for content modules studied. They are designed to develop the ability to evaluate, argue, criticize and discuss, and also to deepen understanding of detailed aspects of a subject. They allow students to engage with the subjects and linguistic/cultural contexts under consideration in an active manner often on the basis of preparation work for each session. They thus contribute to the achievement of knowledge and understanding and to the development of key skills.

Spoken skills in the language of study are developed through **small group work** often with a native language speaker where students practise oral skills, both receptive and productive, and discuss key aspects of the relevant cultures.

**Independent study** is essential to the completion of the programme. New students are introduced to study skills through information in the online handbooks within the Level 1 lecture and seminar programme, and through the Academic Tutoring system. The independent study required is clearly set out in information provided to students, although it is recognised that the exact amount of time required to complete these tasks will vary from student to student. Independent study can be either individual or group based and therefore **collaborative**.

Individual/ independent study is required for the assimilation and further clarification of material gleaned from lectures, preparation for language and thematic seminars, preparation for written or oral assessments, and the broader development of knowledge of the field of study. The Year Abroad

programme requires independent study and the production of guided assessment materials in relation to the student's language of study.

**Collaborative study** can take the form of preparation for and delivery of seminars, for non-assessed class presentations and for group-based oral and written assessments at Levels 2 and 3. Independent study therefore contributes to the development of all the programme learning outcomes. Students are encouraged at all levels to make frequent use of library resources and the range of self-study facilities available.

**The period of residence abroad** during the third year of the programme is an essential part of the learning experience. It provides unrivalled opportunities for creative and everyday contact with native speakers, for the sustained exercise and development of both productive and receptive linguistic skills and for development of practical intercultural awareness to set alongside the theoretical awareness derived from the study of the language(s), cultural/ area/ linguistic/ literary studies and intellectual history and so forth. It also contributes to the development of personal resourcefulness and adaptability, together with other skills that will enhance employability. It therefore contributes to the development of all the learning outcomes.

## **12. Assessment and feedback methods** *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

The assessment methods are designed to increase autonomy in student learning and include:

**Regular formative assessment** – usually in the form of periodic tests or exercises, which may be self-, peer- or tutor-assessed, or a combination of these. They are designed to reinforce knowledge and skills such as language production (both written and spoken) or intercultural understanding, and may include translation to and from the target language. It is used at all Levels to carefully monitor the students' progression through the programme and to identify areas for development.

Formative feedback is also used to provide timely and developmental feedback for students e.g. through running seminars, group and individual presentations, written work and a range of analytical pieces.

Opportunities will be sought for synoptic assessment across the modular structure, where it can be of use for students in making connections between languages and cultures (e.g. reading in the target language, writing pieces in the target language), and /or where synergies permit between modules.

**Summative assessment** of target knowledge and use of skills varies according to level of study. Oral competence in the language or languages of study may be assessed by continuous assessment of class performance, through pair or group work, and/or by formal oral one-to-one examinations. Written language, both in the language of study and in communicating concepts from the cultures in which the language of study is spoken, is normally assessed through a combination of coursework (e.g. composition-writing) and formal examination.

Assessment of **target language skills** designed to enhance the students' receptive skills (listening and reading), productive skills (speaking and writing) and mediation and translation skills (as per the QAA Benchmarking statement) may involve oral conversations or presentations, podcasts, listening comprehension tests, and essays. These may also be assessed synoptically, together with the assessment of **modules in related thematic subjects** (embracing cultural/ area/ linguistic/ literary studies and intellectual history). Thematic subject modules typically use a variety of methods, including formal examination, group and individual project work, group and individual oral presentations, commentaries, portfolios, performance, peer assessment, essay-writing and dissertations.

The period of residence abroad is assessed in ways that support the acquisition and development of linguistic and cultural knowledge over this year. This may include an oral examination, written work and/or assessment at the host institution. Assessment of the Year Abroad experience is pass/fail and does not

contribute to the final degree classification.

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<b>Version Number:</b>	<b>Purpose / Change:</b>	<b>Cohort affected: (academic year and level)</b>	<b>Date change approved:</b>
1			January 2023
2	Programme Simplification	25/26 - Foundation 26/27 - All years	June 2025

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