



UNIVERSITY OF  
PORTSMOUTH

# COURSE SPECIFICATION

## *BA (Hons) Applied Languages*

**Academic Standards, Quality and Partnerships  
Department of Student and Academic Administration**

**March 2018**

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# COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

<b>Course Title</b>	<b><i>BA (Hons) Applied Languages</i></b>
Final Award	<i>BA</i>
Exit Awards	<i>CertHE, DipHE, Ordinary</i>
Course Code / UCAS code (if applicable)	<i>C0392F / Q140</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>4 years with year abroad</i>
Cohort(s) to which this course specification applies	<i>From September 2019 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Humanities and Social Sciences</i>
School/Department/Subject Group	<i>School of Languages and Applied Linguistics</i>
School/Department/Subject Group webpage	<a href="http://www.port.ac.uk/school-of-languages-and-area-studies/">http://www.port.ac.uk/school-of-languages-and-area-studies/</a>
Course webpage including entry criteria	<a href="http://www.port.ac.uk/courses/modern-languages-and-area-studies/ba-hons-applied-languages/">http://www.port.ac.uk/courses/modern-languages-and-area-studies/ba-hons-applied-languages/</a>
Professional and/or Statutory Regulatory Body accreditations	<i>The optional MFL with Initial Teacher Training route is approved by the National College for Teaching and Leadership (NCTL)</i>
<a href="#">Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</a>	<i>Level 4,5,6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Module Web Search](#) for further information on the course structure and modules.

## Educational aims of the course

- To provide students with a critical approach to language, communication and applied language skills in two languages from French, German, Italian, Spanish, Chinese (Mandarin), and English as a Foreign Language.
- To provide all students with the opportunities to develop their linguistic skills in accordance with their needs and with their overall programme objectives. This includes all four basic language skills (reading, writing, listening and speaking); understanding language structures (grammar); acquisition of vocabulary and idiom; appreciation of the foreign cultures (intercultural awareness) and linguistic conventions.
- To apply language skills to the specific domains of professional communication, translation and/or interpreting, and Teaching English as a Foreign Language.
- To enable students to acquire an understanding of cross-cultural management and communication in an international environment.
- To provide students with a detailed understanding of the fields of communication and digital communication.
- To prepare students for further research in language or linguistics-related areas.
- To equip students with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise careers and postgraduate study opportunities.
- To provide students with the opportunity to gain an externally accredited qualification in the Teaching of English as a Foreign Language (modules recognised by Trinity College London).
- To provide students with the opportunity to be recommended for Qualified Teacher Status (QTS) by completing the optional Modern Foreign Languages with Initial Teacher Training (MFL with ITT) pathway.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<i>The effective use of the target languages for social, academic and professional purposes, and the linguistic principles and terminology required to analyse and describe these languages.</i>	<i>Seminars, language labs work, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment are available at all levels</i>
A2	<i>Intercultural awareness and understanding of the similarities and dissimilarities of the</i>	<i>Seminars, language labs work, group work,</i>	<i>Portfolios, presentations,</i>

	<i>cultures, communities and societies where the languages are used in comparison with their own. This will normally be significantly enhanced by a period of residence in the countries of the target languages, or an equivalent experience.</i>	<i>independent study, Global Café, Year Abroad, tutorials</i>	<i>summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment are available at all levels</i>
A3	<i>Theory and application of linguistic analysis in different domains such as language acquisition, linguistics, translation or interpreting.</i>	<i>Seminars, laboratory work, court visits, authentic materials, group work, independent study, placement abroad, tutorials, mock projects</i>	<i>Portfolios, essays, translations, presentations, commentaries. Opportunities for formative assessment available at all levels</i>
A4	<i>Specialist knowledge in the area researched for the Research Project.</i>	<i>Lectures, tutorials, workshops, abroad placement, independent study</i>	<i>Research Project, draft research project (for formative purposes)</i>
A5*	<i>Approaches to the practice and theory underpinning language teaching, including learning and teaching styles, methods relevant to the subject content, and classroom management.</i>	<i>Lectures, seminars, observations, group work, independent study, tutorials, placements, placement abroad</i>	<i>Portfolios, commentaries, essays, presentations. Opportunities for formative assessment available at all levels</i>

*\*Students who additionally take the optional MFL with ITT pathway will be able to demonstrate this Education-based learning outcome (A5), although this can also be met by students who do not take this pathway but choose certain optional modules, such as Introduction to Teaching.*

#### **B. Cognitive (Intellectual or Thinking) skills, able to:**

<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
B1	<i>Demonstrate ability to use language creatively and accurately, both orally and in writing, in different contexts.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study, placement abroad, tutorials, mock conferences</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment are available at all levels</i>

B2	<i>Show awareness of the interaction between and influence of cultural norms and assumptions, meaning and judgement in the analysis of spoken and written texts.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study, placement abroad, tutorials, mock conferences</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all levels</i>
B3	<i>Demonstrate critical understanding of contributory disciplines and theories, and the capacity to assess &amp; compare the merits of different approaches.</i>	<i>Lectures, seminars, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, essays, examinations, presentations, interviews, blogs. Opportunities for formative assessment available at all levels</i>
B4	<i>Reflect critically on the relationship between theory and professional practice.</i>	<i>Lectures, seminars, workshops, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, essays, examinations, presentations, blogs. Opportunities for formative assessment available at all levels</i>
B5*	<i>Deal with educational issues ethically, systematically and creatively using principal sources of educational information and data; and make sound judgements based on information.</i>	<i>Lectures, seminars, workshops, group work, independent study, internship, placement abroad, tutorials, observations</i>	<i>Portfolios, essays, commentaries, presentations, lesson planning. Opportunities for formative assessment available at all levels</i>

\*Students who additionally take the optional MFL with ITT pathway will be able to demonstrate this Education-based learning outcome (B5), although this can also be met by students who do not take this pathway but choose certain optional modules, such as Introduction to Teaching.

### C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	<i>Communicate fluently and appropriately, maintaining a high degree of grammatical accuracy, in the target language with competent or native speakers of the target language in a professional context.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study, placement abroad, tutorials, mock conferences</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences,</i>

			<i>interviews, blogs. Opportunities for formative assessment available at all levels available at all levels</i>
C2	<i>Demonstrate knowledge and understanding of the structures, registers and, as appropriate, varieties of the target language.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all levels available at all levels</i>
C3	<i>Make specialised vocational use of their language skills through applied studies of translation or interpreting, using target language source materials appropriately.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all levels available at all levels.</i>
C4	<i>Teach English as a Foreign Language at the initial level (students taking the modules accredited by Trinity College London)</i>	<i>Seminars, observations, teaching sessions, group work, independent work</i>	<i>Portfolios, presentations, essays, teaching practice. Opportunities for formative assessment.</i>
C5*	<i>Improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence; and demonstrate that they treat pupils consistently with respect and consideration.</i>	<i>Seminars, observations, teaching sessions, group work, independent work</i>	<i>Portfolios, presentations, essays, teaching practice, reflections. Opportunities for formative assessment.</i>

*\*Students who additionally take the optional MFL with ITT pathway will be able to demonstrate this Education-based learning outcome (C5), although this can also be met but students who do not take this pathway but choose certain optional modules, such as Introduction to Teaching.*

**D. Transferrable (Graduate and Employability) skills, able to:**

<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
D1	<i>Communicate, present, and interact effectively and accurately, being able to gather, process and critically evaluate information from written, spoken and audiovisual sources.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, examinations, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all levels available at all levels</i>
D2	<i>Use a variety of computer-based skills ranging from basic competences such as data analysis to web-based technology and digital multimedia.</i>	<i>Seminars, language labs, interpreting suite, Learning Resource Centre, group work, independent study, placement abroad</i>	<i>Portfolios, presentations, recordings, news broadcast, mock conferences, blogs, magazine production. Opportunities for formative assessment available at all levels available at all levels</i>
D3	<i>Work with a significant amount of independence, demonstrated in self-direction, self-management and intellectual initiative both in learning and studying, and in time management.</i>	<i>Group work, independent study, placement abroad</i>	<i>Portfolios, essays, examinations, presentations, summaries, recordings, blogs. Opportunities for formative assessment available at all levels available at all levels</i>
D4	<i>Adapt to living, studying and/or working in a foreign environment.</i>	<i>Placement abroad</i>	<i>Portfolio</i>
D5	<i>Develop a range of relevant professional skills by engaging in simulated or authentic work-related learning.</i>	<i>Seminars, workshops, placements</i>	<i>Portfolios, presentations, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all</i>

			<i>levels available at all levels</i>
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## Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides dedicated induction activities and student tutorial programmes which are specifically designed to support the transition of students from college or other backgrounds to studying at University. The course is also supported by Learning Development Tutors, who support students in development of their academic skills, and by the Language Corner, a service that provides language skills support. Students can also benefit from attending the Global Café and practise their target languages with native speakers.

Students in this course also have access to the Learning Resource Centre, where they will find a wide range of language materials and resources to support the development of their language learning.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

*Insert additional reference points or delete as required*

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Education Strategy 2016 - 2020](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Subject Benchmark Statement](#) for Languages, Cultures and Societies
- [Quality Assurance Agency Subject Benchmark Statement](#) for Linguistics
- [Quality Assurance Agency Subject Benchmark Statement](#) for Communication, Media, Film and Cultural Studies
- [Quality Assurance Agency Subject Benchmark Statement](#) for Education
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff.

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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## Document details

Author	<i>Carmen Pasamar Márquez</i>
Date of production and version number	<i>July 2018 v1</i>
Date of update and version number	<i>November 2018 v2</i>
Minimum student registration numbers	20