



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

Master of Languages (MLang) Applied Languages

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

March 2018

Copyright

The contents of this document are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the University of Portsmouth.

COURSE SPECIFICATION

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

Course Title	<i>Master of Languages (MLang) Applied Languages</i>
Final Award	<i>MLang</i>
Exit Awards	<i>CertHE, DipHE, BA (Hons)</i>
Course Code / UCAS code (if applicable)	<i>C2584F</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	http://www.port.ac.uk/school-of-languages-and-area-studies/
Course webpage including entry criteria	http://www.port.ac.uk/courses/modern-languages-and-area-studies/mlang-applied-languages/
Professional and/or Statutory Regulatory Body accreditations	<i>None</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>Level 4,5,6,7</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 the opportunity to achieve a postgraduate qualification in four years, including a full year abroad.
- To provide an educational experience underpinned by research, scholarship and professional and ethical practice that inspires, engages and challenges students and promotes success in an inclusive and supportive environment.
- To provide a framework allowing students to follow a flexible coherent programme of study.
- To provide a critical approach to language, communication and applied language skills in two languages from a choice of French, German and Spanish.
- 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 and linguistic conventions.
- To apply language skills to the specific domains of professional communication, intercultural communication, translation, interpreting, and TESOL (Teaching of English to Speakers of Other Languages).
- To provide students with the opportunity to gain an externally accredited qualification in the Teaching English to Speakers of other Languages (Trinity College London).
- To acquaint students with translation theories to enable them to obtain a detailed understanding of the process of translation and to reflect on their own translation products.
- To provide opportunities for students to develop an appropriate expertise in specific areas, such as the application of information technology to translation, subtitling, conference interpreting, or intercultural communication.
- To enable students to acquire an understanding of cross-cultural management and communication in an international environment.
- To engage students in research in language-related areas.
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise careers and other study opportunities.

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</i>

			<i>formative assessment at all levels</i>
A2	<i>Intercultural awareness and understanding of the similarities and dissimilarities of the cultures, communities and societies where the languages are used in comparison with their own. That will normally be significantly enhanced by a period of residence in the countries of the target languages, or an equivalent experience.</i>	<i>Seminars, language labs work, group work, independent study, Global Café, Year Abroad, tutorials</i>	<i>Portfolios, presentations, summaries, recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all levels</i>
A3	<i>Approaches to the practice of and the theory underpinning English Language Teaching (TESOL).</i>	<i>Seminars, lectures, group work, independent study, tutorials, observations</i>	<i>Portfolios, commentaries, exams, essays. Opportunities for formative assessment available at all levels</i>
A4	<i>The central analytical concepts and methods of analysis used in translation theory and practice.</i>	<i>Lectures, seminars, tutorials, workshops, abroad placement, independent study</i>	<i>Research Project, draft research project (for formative purposes), translations, commentaries, essays</i>
A5	<i>Research methods and specialist knowledge required for the research project.</i>	<i>Lectures, seminars, group work, independent study, tutorials,</i>	<i>Essays, research project, draft research project (formative assessment).</i>

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	<i>Demonstrate critical understanding of contributory disciplines and theories, and the capacity to assess & 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>
B2	<i>Use language creatively and accurately, both orally and in writing, for a range of purposes and audiences.</i>	<i>Seminars, language labs, interpreting suite, group work, independent study,</i>	<i>Portfolios, examinations, presentations, summaries,</i>

		<i>placement abroad, tutorials, mock conferences</i>	<i>recordings, news broadcast, mock conferences, interviews, blogs. Opportunities for formative assessment available at all levels</i>
B3	<i>Reflect critically and make judgements in light of evidence and argument, in particular in relation to the use of language in specific modes, genres and contexts, in non-academic domains (textual analysis and design, relational aspects of language use, language in social, professional and other occupational contexts, translation and interpreting).</i>	<i>Lectures, seminars, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, essays, examinations, presentations, translations, interpreting tasks, blogs. Opportunities for formative assessment available at all levels</i>
B4	<i>Understand the relation between knowledge of language and critical evaluation and implementation of language in social life.</i>	<i>Lectures, seminars, workshops, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, essays, examinations, presentations, interviews, blogs. Opportunities for formative assessment available at all levels</i>
B5	<i>Use a variety of methods, and assess the advantages and disadvantages of each method.</i>	<i>Lectures, seminars, workshops, group work, independent study, placement abroad, tutorials</i>	<i>Portfolios, essays, research project, presentations. Opportunities for formative assessment available at all levels</i>

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, interviews, blogs. Opportunities for formative assessment available at all levels available at</i>

			<i>all levels</i>
C2	<i>Make specialised vocational use of their language skills producing a high-quality translation or interpreting task, considering professional aspects and ethical issues.</i>		<i>Portfolios, examinations, translations, commentaries, interpreting tasks, mock conferences, interviews, blogs. Opportunities for formative assessment.</i>
C3	<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>
C4	<i>Acquire a structured approach to intercultural communication and develop intercultural communication skills.</i>	<i>Seminars, workshops, observations, group work, independent work, tutorials, placement abroad</i>	<i>Portfolios, presentations, essays, reflections. Opportunities for formative assessment.</i>
C5	<i>Apply advanced techniques for collecting data and critically discuss the technical and ethical issues involved in the collection of reliable data.</i>	<i>Seminars, workshops, independent work, research supervision</i>	<i>Essays, research project, draft research project (for formative assessment purposes)</i>

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
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>Presentations, recordings, news broadcast, mock conferences, interviews. 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</i>

			<i>formative assessment available at all levels available at all levels</i>
D3	<i>Work independently, demonstrating self-direction, self-management, intellectual initiative and time management, as well as with others to achieve common goals, developing mediating skills and qualities of empathy.</i>	<i>Group work, workshops, 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 working in a foreign environment, developing self-reliance, initiative, adaptability and flexibility, and intercultural awareness.</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 levels available at all levels</i>

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 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.

Copyright

The contents of this Course Specification are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the University of Portsmouth.

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	