COURSE SPECIFICATION

BA (Hons) Language Studies

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Course Title	BA (Hons) Language Studies
Final Award	BA
Exit Awards	CertHE, DipHE, Ordinary
Course Code / UCAS code (if applicable)	U3066PYC
Mode of study	Full time
Mode of delivery	Campus, Placement year optional
Normal length of course	3 years, 4 years with optional placement year
Cohort(s) to which this course specification applies	From September 2023 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Humanities and Social Sciences
School/Department/Subject Group	School of Education, Languages and Linguistics
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-languages-and-linguistics
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/ba-hons-language-studies
Professional and/or Statutory Regulatory Body accreditations	The optional MFL with Qualified Teacher Status (QTS) route is approved by the National College for Teaching and Leadership (NCTL)
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Levels 4, 5, 6

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 Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

- To provide students with the opportunities to develop their language skills in one or two languages (combination from English as a Foreign Language, French, German, Mandarin, and/or Spanish) to proficiency level (HSK Level 4-5 for Mandarin, C1 of CEFR for all other languages) 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, understanding and competence) and linguistic conventions.
- To provide students with knowledge and understanding of the country/ies where their target language(s) (English as a Foreign Language, French, German, Mandarin, and/or Spanish) is/are spoken using a range of appropriate disciplinary and interdisciplinary approaches.
- To provide students with a sound understanding of contemporary current affairs and popular culture in their language area(s), including contemporary literature and film, professional communication, political, cultural and social current issues.
- To enable students to acquire an informed sense of the similarities and differences between areas, thus fostering cross-cultural, transnational and international perspectives.
- To provide students with a thorough understanding of the fields of communication, intercultural and digital communication, and cross-cultural management.
- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible coherent programme of study.
- 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 (TESOL) (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 QTS (MFL&QTS) pathway.
  - To provide students on the course the opportunity to specialise in an area of professional interest, including teaching & education, translation & interpreting, linguistics & culture, and business & industry.

For students who select the optional placement year:
- To provide students with an opportunity to undertake an optional UK-based work placement
- To equip students with the necessary transferable skills for lifelong learning, employability and flexibility in the context of globally changing labour markets.
- To provide students with the skills, knowledge and global mind-set required to maximise career and postgraduate 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	Gain first-hand knowledge and understanding of the cultures, communities and societies where the	Lectures, seminars,	Essays, reports, presentations

	language(s) is/are used, including aspects of their literatures, cultures, linguistic contexts, history, politics, geography and social or economic structures.	language laboratory work, group work, independent study, tutorials and tandem work with language partners.	and examinations.
A2	Acquire effective use of the target language(s) at proficiency level as a medium for understanding, expression and communication for social, academic and professional purposes.	Seminars, language laboratory work, group work, independent study, tutorials and tandem work with language partners.	Essays, reports examinations, presentations, blogs/vlogs, summaries, recordings, news broadcast and interviews.
A3	Acquire the ability to compare the view of the world from their own languages and cultures with the view of the world from the language(s) and cultures they have studied, through comparing, contrasting and mediating between the two (or more) societies with which they are familiar.	Lectures, seminars, language laboratory work, group work, independent study, tutorials and tandem work with language partner.	Essays, reports, work with language partners, presentations, blogs/vlogs, summaries, recordings, news broadcast, interviews and examinations.

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

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods
B1	Use the target language(s) creatively and precisely for a range of purposes and audiences.	Seminars, language laboratory work, group work, independent study, tutorials and tandem work with language partner.	Portfolios, examinations, presentations, summaries, recordings, news broadcast, interviews and blogs/vlogs.
B2	Extract, organise, synthesise and present key information and ideas from written, spoken and aural texts (including cultural products) within the framework of a structured and reasoned argument.	Seminars, language laboratory work, group work, independent study, tutorials and work with	Portfolios, examinations, presentations, summaries, recordings, news broadcast, interviews and blogs/vlogs.

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods
		language partner	
B3	Develop thorough research skills, including data-searching.	Seminars, tutorials, workshops and supervision meetings	Essays, Dissertation, Research Project, Major Project and draft projects (for formative purposes)

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Present material and communicate fluently and appropriately in the Source and Target Languages, both orally and in writing, in a clear and effective manner, and with a high degree of accuracy.	Seminars, language labs, interpreting suite, group work, independent study, tutorials and tandem work with language partner.	Portfolios, examinations, presentations, summaries, recordings, news broadcast, interviews and blogs/vlogs.
C2	Work autonomously, manifested in self-direction, self-discipline and time management.	Seminars, group work, presentations and independent study.	Essays, presentations, Dissertation and Research Project.
C3*	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.	Seminars, observations, teaching sessions, group work and independent work	Portfolios, presentations, essays, teaching practice, reflections and formative assessment.
Students who take the optional TESOL/Trinity or MFL&QTS pathway will be able to demonstrate this Education-based learning outcome (C3), although this can also be met by students who do not take these pathways but choose certain optional modules, such as Introduction to Teaching.			

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods

D1	Develop the ability to work creatively and flexibly with others as part of a team.	Seminars, language laboratory work, group work, independent study, tutorials and tandem work with language partner.	Portfolios, examinations, presentations, summaries, recordings, news broadcast, interviews, blogs/vlogs and formative assessment at all levels
D2	Develop resilience, resourcefulness, self-reliance, problem solving, initiative, adaptability and flexibility.	Seminars, language laboratory work, group work, independent study, tutorials and tandem work with language partner.	Portfolios, examinations, presentations, summaries, recordings, news broadcast, interviews, blogs/vlogs, Dissertation, Research Project and formative assessment at all levels
D3	Develop a range of relevant professional skills by engaging in simulated or authentic work-related learning.	Simulations, seminars, workshops, work and school placements.	Portfolios, presentations, recordings, news broadcast, interviews, blogs/vlogs and formative assessment at all levels.

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 students opportunities to receive further academic support through the School's Language Corner, whereby students can regularly practice their language skills on a one-to-one basis with a language tutor. Students on the course also benefit from the academic support provided by School's Learning Development Tutors, who offer individual and group tutorials, personalised guidance, online support and a programme of workshops to enable students to develop their academic skills, including essay writing, dissertation and research project planning and writing, using feedback, critical analysis and time management.

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:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Strategy
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency Subject Benchmark Statement for Languages, Cultures and Societies
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: National College for Teaching and Leadership (NCTL)
- 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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