

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Modern Languages and Linguistics Modern Languages and Linguistics (3-Year Programme) Modern Languages and Linguistics with Placement Year
5	UCAS/Programme Code	QT19/1422U/1917U
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Languages, Cultures and Societies Linguistics
8	FHEQ Level	6
9	Last updated	May 2026

10 Programme Aims

1. To foster intercultural awareness and understanding, and an attitude of curiosity and openness towards different cultures and societies, through a selection of modules and, for students undertaking a placement abroad, the opportunity to spend time studying or working in the countries in which the languages students are studying are spoken.
2. To provide students with knowledge and skills that prepare them for further intellectual development and further independent study.
3. To provide a flexible programme of study through variety of student choice in modules in Modern Languages within an informed advisory framework.
4. To give students the opportunity to spend time studying or working in the countries in which the languages they are studying are spoken.
5. To develop proficiency in receptive (reading and listening), productive (writing and speaking), and mediating skills in two languages.
6. To provide students with a knowledge of the main theoretical approaches to linguistic study, of the formal structures of the English language, of the history of the English language, and of linguistic aspects of one or more Modern European languages.
7. To satisfy the requirements of a Level 6 programme as set out in the Framework for Higher Education Qualifications (FHEQ).
8. To conform with prevailing University policies and QAA codes of practice.
9. To meet the requirements of the Benchmark Statements for Languages, Cultures and Societies, and Linguistics.

QT19 (YA study placement) only:

10. Offer students the opportunity to develop graduate attributes which increase employability, particularly communication and (where applicable) language skills, intercultural competencies, adaptability, resilience and global awareness.
 11. Gain insight into international Higher Education and experience differences in academic approach and learning environment.
 12. Provide the opportunity to experience new areas of study outside of their usual programme of study at Newcastle University.
- QT19 (YA work placement) and 1917U only:
13. Provide students with the experience of seeking and securing a position with an employer.
 14. Facilitate independent self-management and proactive interaction in a non-university setting.
 15. Provide a period of practical work experience that will benefit current academic study and longer term career plans.
 16. Enable students to ethically apply their knowledge and skills in the workplace, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Modern Languages and Linguistics.

Knowledge and Understanding

On completing the programme students should have a knowledge and understanding of:

- A1 The lexis, grammatical structures, registers and usage of two modern languages to BA Honours degree standard, and where taken as an option, other languages to ALTE Levels 3, 4 or 5
- A2 Aspects of the history, society, culture and linguistic development of the relevant countries, dependent upon the languages chosen for study and according to module selection
- A3 Certain areas of specialist study, according to module selection, in linguistics, cultural studies, film, history, language, literary studies and politics of the relevant countries
- A4 The internal diversity and connections between cultures
- A5 (For students opting to write a year- abroad project, dissertation or project), a topic studied in-depth and independently.
- A6 The nature of human language
- A7 Essential linguistic terminology and methodology
- A8 The structure of English and one or more European languages and their relationship to other languages

A9 Varieties of English and one or more European languages and the geographical, social and contextual factors which produce them

A10 Computational models of language

A11 The acquisition of language

A12 The intellectual context in which the English language and one or more European languages are used

A13 Linguistic typology

A14 (For QT19 and 1917U only) Demonstrate the ability to adapt to different learning environments.

For 1917U only:

A15 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.

A16 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.

A17 Demonstrate an understanding of a work environment, how it functions and their contribution to it.

A18 Relate their work based learning to other areas of personal development, including academic performance.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding of the modern languages (A1) is via a mix of communicative, student-centred language teaching methods and formal linguistic instruction. In the case of A2-A3 and A6-A13, knowledge and understanding are generally conveyed through lectures and seminars which guide students towards independent reading and enable students to self-assess and develop their learning through group discussion, take-home tasks; guided self-teaching activities; online discussion and online based group working; the preparation of presentations and/or reports. A4 is developed initially within the communicative language training framework and A4 is developed initially within the communicative language training framework and, for students undertaking a year abroad, is further enhanced during the students' year abroad. In A5 (optional dissertation) one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills.

Assessment Strategy

Knowledge and understanding of the modern language (A1) is assessed by written continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations. Outcomes A2-3 and A6-13 are assessed by essay and/or unseen written examination, oral presentation & video presentation, (requiring independent, critical analysis and application of intellectual models, principles and theories). Outcome A4 is assessed by a cultural project carried out abroad, or a final-year dissertation or project.

Intellectual Skills

On completing the programme students should be able to:

- B1 Gather, synthesise and evaluate information
- B2 Undertake independent, critical analysis
- B3 Organise and present ideas within the framework of a structured and reasoned argument, oral or written
- B4 Apply appropriate methodologies to specialist areas of study
- B5 (For those who choose to write a dissertation), design a research project and select and employ appropriate research methodologies
- B6 Address specific analytical issues in a linguistic context
- B7 Collect, analyse and evaluate data relevant to the analysis of specific linguistic phenomena
- B8 Evaluate theories about language and their application to particular languages
- B9 Assess theories and descriptions of language critically
- B10 Compare, contrast and evaluate competing linguistic theories
- B11 Locate the above issues in a broader intellectual, scientific and social context

Teaching and Learning Methods

B1-4 and 6-11 skills are developed through seminar preparation and presentation, group discussion and written assignments. B5 is developed through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

Assessment Strategy

B1-4 and 6-11 are assessed by means of course work (e.g. essays, oral presentations,) and unseen written examinations. They are also assessed as part of oral examinations. They may also be assessed by dissertation.

Practical Skills

On completing the programme students should be able to:

- C1 Show receptive (reading and listening) and productive (writing and speaking) skills in two languages to BA Honours degree standard
- C2 Perform a range of communicative tasks
- C3 Translate non-technical texts from and into the target language, develop competent liaison interpreting skills
- C4 Make effective use of language reference materials, such as grammars, dictionaries and corpora
- C5 Practice independent language learning
- C6 Make effective use of (and appropriately reference) a wide range of information sources, including qualitative and quantitative data, library, internet and other electronic sources, and governmental and non-governmental information.

C7 (For students opting to write a year- abroad project, or a final-year dissertation or project) Undertake, and report upon, an independently conducted research exercise.

Teaching and Learning Methods

Learning outcomes C1-2 are achieved via communicative, student-centred skills training, (e.g. developing and practising reading skills, enhancing listening skills through language laboratory work, liaison interpreting, analysing and practising different writing skills, and conducting oral discussion and presentation, both individually and as part of a team), and formal grammar instruction (e.g. guided study, exercises, and use of IT resources). C1-2 skills may be further enhanced by delivery of specified modules in the target language. These skills are developed and consolidated during the year abroad. C3 is achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; summary and evaluation of texts in the modern language, working in the modern language. C4-5 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

Assessment Strategy

C1-3 are assessed by written continuous assessment and class tests (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting skills). Skills C4 and C5 are not formally assessed.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Communicate clearly and effectively, both orally and in writing.
- D2 Give oral presentations.
- D3 Manage one's time, make plans and set priorities in order to achieve an objective.
- D4 Work creatively and flexibly with others as part of a team, and, in the case of the Year Abroad Work Placement Report, the ability to conduct an effective interview.
- D5 (For QT19 only) Adapt and operate effectively within a different cultural environments.
- D6 Use library and bibliographic research resources.
- D7 Analyse and solve problems
- D8 Use IT effectively, such as word processing, email, databases, online environments and the use of the Internet as a research and study tool

For 1917U only:

- D9 Reflect on and manage own learning and development within the workplace.
- D10 Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
- D11 Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

Teaching and Learning Methods

D1 is enhanced through seminar presentations, discussions, and written assignments. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. D4 is developed through team presentations and projects (including the Year Abroad Work Placement Report). D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below).

Assessment Strategy

D1 is assessed by essay, dissertation and unseen written examination (written communication), while both D1 and D2 are assessed via assessed seminar presentations and oral examinations (oral communication). D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes. D4 is assessed via team presentations and projects (including the Year Abroad Work Placement Report). D5 is assessed via the reflective Tutor Posts produced during the year abroad. D8 is assessed in a number of ways including the preparation of written assignments and seminars.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time based on 30 weeks attendance per annum. Students study two of the following languages: Chinese, French, German, Japanese, Portuguese, Spanish. Stages 1, 2 and 4 of the programme are spent in residence attending Newcastle University; Stage 3 is an optional year during which students may either spend the whole year in a country where one of the languages studied is spoken, or split the year between two countries where the target languages are spoken, or spend the year on placement in the UK. Each stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. The weighting of compulsory practical language modules varies between 20 and 40 credits depending on the target language and the Stage at which it is being studied. All other modules at Stages 1, 2 and 4 are generally 20 credits in weight. Modules undertaken during the optional YA are reflective Year Abroad Tutor Posts (100 credits) and Study or Placement or Project year-abroad modules (20 credits). Students taking a Placement Year in the UK in Stage 3 will take one x 120 credit module, which is pass/fail but does not contribute to the final degree classification.

In Stage 1 students are required to study 40 credits of compulsory practical language modules for Level A languages and 20 for Level B languages. These language modules must be passed for the purposes of progression to Stage 2. In Stage 2 students are required to study 40 credits of compulsory language modules for Level B Chinese and Japanese and 20 credits for all other Level B and C languages. In Stage 4 students are required to study 40 credits for Level C and D Chinese and Japanese and 20 credits for all other Level C and D languages. In addition to the compulsory practical language modules students take 40 credits of modules in linguistics, taught in the School of English. They then bring up their credit weighting to a total of 120 credits by choosing from modules offered at the appropriate stage in that particular year in the School of Modern Languages. For a student to have a language named on their degree certificate they must have studied a total of 80 credits in compulsory language modules and designated language specific optional modules across Stages 2 and 4.

The compulsory practical language modules are conducted mainly in the foreign language; optional modules are taught in a combination of the target language and English, varying from module to module and from year to year. The range of options includes those that are language specific and provided by the relevant constituent sections of the School of Modern Languages and those that are open to all students of modern languages and are provided by colleagues across the School.

At Stage 1, students study two languages, at least one of which must be at Level B. Only one language may be studied *ab initio* (Level A). In the compulsory practical language modules the students develop the language skills of reading, writing, listening and speaking; these modules also provide knowledge and understanding of the target language and its cultural context as well as the foundations of subject-specific skills (outcome A1, 2, & 4, C1-5). Students take 40 credits of compulsory linguistics from the School of English and up to 20 credits of optional linguistics from the School of Modern Languages. Students choose additional credits from a range of introductory modules within the School of Modern Languages in linguistics, film, literature, society and institutions; these modules enhance knowledge and understanding of the language and of specialist areas (outcomes A2, A3) as well as providing an introduction for cognitive skills (B1-3) and effective practice in key transferable skills (especially outcomes D1-4).

At Stage 2, students study two languages, at least one of which must be at Level C. In addition to the compulsory practical language modules additional credits are chosen from a range of options in film, history, linguistics, literature, media and politics in the School of Modern Languages plus options in general linguistics from the School of English. For those students studying Level C German an *ab initio* option in Dutch language is available, and for those studying Level C Spanish or Level C French *ab initio* options in Catalan or Italian. Students continue to develop the language skills of reading, writing, listening, speaking and translation; language modules are designed to develop these skills in preparation for the forthcoming Year Abroad (outcome A1, 2, & 4, C1-5), practise cognitive skills in the target language (B1-3) as well as key transferable skills (D1, 2, 4 & 6). The optional modules are intended to be as broad-ranging as possible to allow informed choices to be made about more specialised final-year options; they develop knowledge and understanding of the language in relation to specialist areas of study (A2-3), while at the same time providing a sufficient introduction to critical skills and methodology appropriate to the area (B1-4) and further advancing key transferable skills (especially outcomes D1-2, 6-7).

At Stage 3 students generally may *either* spend the whole year in a country where one of the target languages is spoken, working as a teaching assistant in a school or college, or studying at a university, or undertaking an approved work placement, or split the year between two countries where the target languages are spoken, studying at universities or undertaking approved work placements. However, students wishing to study Chinese or Japanese at Stage 4 are required to spend between one semester and a complete academic year pursuing courses of study at a university or comparable institution in China or Japan. The School of Modern Languages has a number of student exchange programmes and/or formal links with Universities in France, Germany, Austria, Spain, Portugal, Latin America, China and Japan.

While all aspects of knowledge, understanding and language skills will be developed during Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding (A4), for developing self-study skills for language learning (C5), for developing organisational and interpersonal skills (D2, D5); students preparing a dissertation will have the opportunity to develop knowledge and cognitive skills in this area too (A9, B5).

At Stage 4 (Stage 3 for students on 1422U), students study two languages, at least one of which must be at Level D. The language modules at Stage 4 are taught on the basis that students have reached a high (Level C) or very high level (Level D) of competence during their year abroad. The emphasis now is on sophisticated use of language in all skills (A1, 2 & 4, C1-5) as well as the cognitive abilities of analysis and structured argumentation (B2-

3). A wide range of more specialised options in film, history, linguistics, literature, media and politics including linguistics options from the School of Modern Languages and the School of English takes the cognitive skills to a much higher level of development, including greater emphasis upon independent analytical skills, use of appropriate methodologies and problem-solving skills (B1-4, D1-3, 6-7). Students writing a dissertation as well as those preparing an extended essay will develop their knowledge and understanding as well as their subject-specific, cognitive and transferable skills over a broad range of outcomes (A2, 3, & 5, C1 & 4, B1-5, D1, 3, 6 & 7).

Key features of the programme (including what makes the programme distinctive)

Flexibility in terms of the languages taken and their levels (post A-level and *ab initio*) including East Asian Languages. Possibility of movement across degree programmes across the School depending on options taken.

Programme regulations (link to on-line version)

[Programme Regulations 2026/27](#)

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

[Generic Information](#)

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

[Generic Information](#)

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

[Generic Information](#)

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.