

PROGRAMME SPECIFICATION

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| Name, title and level of final qualification(s) | Cert HE Culture and Language (French, German, Italian, Japanese, Korean, Spanish) (Level 4) |
| Name and title of any exit qualification(s) | N/A |
| Awarding Body | University of London |
| Teaching Institution(s) | Birkbeck, University of London |
| Home School/other teaching departments | Languages, Cultures and Applied Linguistics (Home) |
| Location of delivery | Central London |
| Language of delivery and assessment | English and the relevant language |
| Mode of study, length of study and normal start month | Part-time, 2 years |
| Professional, statutory or regulatory body | N/A |
| QAA subject benchmark group(s) Higher Education Credit Framework for England | Languages, Cultures and Societies |
| UCAS code and URL | N/A |
| Birkbeck Course Code | UEHCULLG |
| HECoS Code | 100322) French studies (100324) German studies (100327) Italian studies (101143) Brazilian studies (100765) Iberian studies (101168) Japanese studies (101212) Korean Studies |
| Start date of programme | Autumn 2018 |
| Date of programme approval | Summer 2018 |
| Date of last programme amendment approval | May 2024 |
| Valid for academic entry year | 2024-25 |
| Programme Director | As for corresponding 'single honours' BA programmes, currently: Dr Ann Lewis (French), Dr Mari Paz Balibrea (Spanish), Dr Nicolette David (Italian), Dr Eckard Michels (German), Dr Michael Tsang (Japanese and Korean) |
| Date of last revision to document | 25/10/2024 |

Admissions requirements

No prior knowledge of the target language or culture is required. Students who have recently taken qualifications with a UCAS tariff equivalence require a minimum of two A-Levels or equivalent. All other students may be admitted on the basis of other indicators such as employment criteria, skills required or relevant experience. Students may enter the programme with skills in their target language from beginners to upper intermediate. With the exception of complete beginners, all students are asked to complete a language placement exercise.

Students may not take the final competency level language module in their target language on this programme (ie French 5, German 5 etc are not available).

We welcome applicants without traditional entry qualifications as we base decisions on our own assessment of qualifications, knowledge and previous work experience. We may waive formal entry requirements based on judgement of academic potential.

Course aims

This programme offers the opportunity to pursue study of your chosen language (select one of: French, German, Italian, Japanese, Korean and Spanish) and culture as a fully accredited Certificate of higher Education. It aims to provide you with a good grounding in your target language and a critical understanding of key aspects and concepts in the associated societies and cultures.

If you work in an international or multicultural setting, you'll feel much more confident about your linguistic ability and your understanding of the cultures associated with the language of your choice. Students who successfully complete this course are eligible to apply for any degree programme which has their target language as a component.

This programme, offering part-time, evening, face-to-face study, allows you to take two language modules reaching a minimum exit level of Stage 2 in the target language (Common European Framework of Reference for Language (CEFR), Level B1, Japanese Language Proficiency Test (JLPT) N5-N4, and Test of Proficiency in Korean (TOPIK) 1) and a maximum exit level of Stage 4 (CEFR, Level C1, JLPT N3, TOPIK 2) in your target language at the end of a two-year period of study, depending on entry level. Students will also study cultural modules relevant to their language choice, either through the medium of that language, or in English. The programme is a modular enrolment Cert HE.

More specifically we aim to:

1. Offer a balanced Cert HE programme in the evening that enables you to develop your language skills and engage analytically with various dimensions of your chosen culture.
2. Provide access to learning and curricula appropriate for students with a range of traditional and non-traditional educational backgrounds, including European and international students.
3. Enable our students to develop independent critical thinking and judgement.
4. Develop a range of subject-specific and transferable skills, particularly conceptual, analytical, and communication skills, including the ability to write lucid, logical, and well-structured prose in English. To these should be added appropriate IT skills and confidence to engage with evolving media.

Further distinctive features:

1. We are particularly well-known for the strength of our language teaching-provision.

2. The flexibility of our language pathways means that students can enter the programme at three different language levels, from beginners to upper intermediate, for their chosen language.

3. The relatively high proportion of native or near-native competency level students who study in the Department not only enriches all students' learning experience through shared experience and discussion, but also strengthens the target language atmosphere we endeavour to create in our classes and social activities. Our active French, German, Japanese, Iberian and Latin American societies, run by the students, also play an active role in these endeavours.

4. We offer a varied range of modules introducing students to the cultures of the French-, German-, Italian-, Japanese-, Korean-speaking and Iberian & Latin American worlds.

Course structure

Students on the French, German, Italian and Spanish pathway take one language module and one of three relevant level 4 content modules in year 1. This is followed by the next stage language module and a level 5 optional content module in year 2. Students on the Japanese pathway take a language module and Rethinking Japan as core modules in Year 1, and then take the next stage language module and a level 5 option in year 2. Students on the Korean pathway take a language module and Doing LCAL as core modules in Year 1, and then take the next stage language module and Popular Culture in Japan and East Asia in year 2. Students take 90 credits at level 4, and 30 at level 5.

| Level | Module Code | Module Title | Credit | Comp Core/ Option | Likely teaching term(s) |
|--|-------------------------------------|--|--------|-------------------|--------------------------|
| Part-time – 2 years | | | | | |
| <i>FRENCH Pathway A: Entry Level Language 1</i> | | | | | |
| Year 1 | | | | | |
| 4 | AREL062S4 | French 1 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | AREL067S4 | French 2 | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |
| <i>FRENCH Pathway B: Entry Level Language 2</i> | | | | | |
| Year 1 | | | | | |
| 4 | AREL067S4 | French 2 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |

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|---|-------------------------------------|--|----|--------|--------------------------|
| Year 2 | | | | | |
| 4 | ARCL105S4 | French 3 (Level 4) | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |
| FRENCH Pathway C: Entry Level Language 3 | | | | | |
| Year 1 | | | | | |
| 4 | ARCL105S4 | French 3 (Level 4) | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL106S4 | French 4 (Level 4) | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |
| GERMAN Pathway A: Entry Level Language 1 | | | | | |
| Year 1 | | | | | |
| 4 | AREL065S4 | German 1 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | AREL074S4 | German 2 | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |
| GERMAN Pathway B: Entry Level Language 2 | | | | | |
| Year 1 | | | | | |
| 4 | AREL074S4 | German 2 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL107S4 | German 3 (Level 4) | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |

| GERMAN Pathway C: Entry Level Language 3 | | | | | |
|--|-------------------------------------|--|----|--------|--------------------------|
| Year 1 | | | | | |
| 4 | ARCL107S4 | German 3 (Level 4) | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL108S4 | German 4 (Level 4) | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |
| Italian Pathway A: Entry Level Language 1 | | | | | |
| Year 1 | | | | | |
| 4 | ARCL039S4 | Italian 1 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL040S4 | Italian 2 | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Italian Pathway B: Entry Level Language 2 | | | | | |
| Year 1 | | | | | |
| 4 | ARCL040S4 | Italian 2 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL103S4 | Italian 3 (Level 4) | 30 | Core | T1-3 |
| 5 | | 30-credits level 5 content/comparative culture option(s) from the corresponding language programme (see content/comparative culture options lists) | 30 | Option | T1, 2 or 3 |
| Italian Pathway C: Entry Level Language 3 | | | | | |
| Year 1 | | | | | |
| 4 | ARCL103S4 | Italian 3 (Level 4) | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |

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|---|-----------|--|----|--------|------------|
| Year 2 | | | | | |
| 5 | ARCL104S4 | Italian 4 (Level 4) | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Japanese Pathway A: Entry Level Language 1 | | | | | |
| Year 1 | | | | | |
| 4 | ARMC161S4 | Japanese 1 | 30 | Core | T1-3 |
| 4 | LNLN023S4 | Rethinking Japan: Introduction to Modern Japanese Society and Culture | 30 | Core | T3 |
| Year 2 | | | | | |
| 4 | ARMC164S4 | Japanese 2 | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Japanese Pathway B: Entry Level Language 2 | | | | | |
| Year 1 | | | | | |
| 4 | ARMC164S4 | Japanese 2 | 30 | Core | T1-3 |
| 4 | LNLN023S4 | Rethinking Japan: Introduction to Modern Japanese Society and Culture | 30 | Core | T3 |
| Year 2 | | | | | |
| 4 | ARCL101S4 | Japanese 3 (Level 4) | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Japanese Pathway C: Entry Level Language 3 | | | | | |
| Year 1 | | | | | |
| 4 | ARCL101S4 | Japanese 3 (Level 4) | 30 | Core | T1-3 |
| 4 | LNLN023S4 | Rethinking Japan: Introduction to Modern Japanese Society and Culture | 30 | Core | T3 |
| Year 2 | | | | | |
| 4 | ARCL102S4 | Japanese 4 (Level 4) | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Korean Pathway A: Entry Level Language 1 | | | | | |
| Year 1 | | | | | |
| 4 | SC04010S4 | Korean 1 (Level 4) | 30 | Core | T1-3 |
| 4 | ARLL004S4 | Doing Languages, Cultures and Applied Linguistics | 30 | Core | T1 |
| Year 2 | | | | | |
| 4 | SC04013S4 | Korean 2 (Level 4) | 30 | Core | T1-3 |
| 5 | ARMC145S5 | Popular Culture in Japan and East Asia | 30 | Option | T2 |

| Korean Pathway B: Entry Level Language 2 | | | | | |
|--|-------------------------------------|---|----|--------|--------------------------|
| Year 1 | | | | | |
| 4 | SC04013S4 | Korean 2 (Level 4) | 30 | Core | T1-3 |
| 4 | ARLL004S4 | Doing Languages, Cultures and Applied Linguistics | 30 | Core | T1 |
| Year 2 | | | | | |
| 4 | SC04016S4 | Korean 3 (Level 4) | 30 | Core | T1-3 |
| 5 | ARMC145S5 | Popular Culture in Japan and East Asia | 30 | Option | T2 |
| Spanish Pathway A: Entry Level Language 1 | | | | | |
| Year 1 | | | | | |
| 4 | ARIB106S4 | Spanish 1 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARIB115S4 | Spanish 2 | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Spanish Pathway B: Entry Level Language 2 | | | | | |
| Year 1 | | | | | |
| 4 | ARIB115S4 | Spanish 2 | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL112S4 | Spanish 3 (Level 4) | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content option from the corresponding language programme (see content options lists) | 30 | Option | T1, 2 or 3 |
| Spanish Pathway C: Entry Level Language 3 | | | | | |
| Year 1 | | | | | |
| 4 | ARCL112S4 | Spanish 3 (Level 4) | 30 | Core | T1-3 |
| 4 | ARLL010S4 ARLL009S4 ARLL004S4 | One 30-credit option chosen from: Culture and Text Culture and Image Doing Languages, Cultures and Applied Linguistics* | 30 | Option | T2 or 3 T2 or 3 T1 |
| Year 2 | | | | | |
| 4 | ARCL113S4 | Spanish 4 (Level 4) | 30 | Core | T1-3 |
| 5 | | One 30-credit level 5 content/ comparative culture option from the corresponding language programme (see options list below) | 30 | Option | T1, 2 or 3 |

| Content/comparative culture option modules | | | | | |
|---|-----------|--|----|--------|----|
| French | | | | | |
| 5 | ARLL007S5 | Contemporary Literature in French | 30 | Option | T1 |
| 5 | SC04020H5 | Reading Text and Image in the Eighteenth Century: Diderot and the Tableau (Level 5) | 15 | Option | T2 |
| 5 | ARCL132H5 | Writing the Self: Autobiographical Narratives in the 20 th and 21 st Centuries | 15 | Option | T2 |
| German | | | | | |
| 5 | LNLN006H5 | Culture in the Weimar Republic (Level 5) | 15 | Option | T1 |
| 5 | LNLN003H5 | The Weimar Republic | 15 | Option | T1 |
| 5 | ARLL013S5 | Wirtschaftsdeutsch (Level 5) | 30 | Option | T2 |
| Italian | | | | | |
| 5 | ARCL122S5 | Telling the Twentieth Century: Sexuality, Race and Storytelling in Twentieth Century Italian Literature and Film | 30 | Option | T2 |
| Japanese | | | | | |
| 5 | ARMC145S5 | Popular Culture in Japan and East Asia (Level 5) | 30 | Option | T2 |
| 5 | ARMC093S5 | Theorising Japanese Cinema | 30 | Option | T1 |
| Korean | | | | | |
| 5 | ARMC145S5 | Popular Culture in Japan and East Asia (Level 5) | 30 | Option | T2 |
| Spanish | | | | | |
| 5 | ARIB131S5 | The Urban Experience in Brazil | 30 | Option | T2 |
| 5 | LNLN020S5 | Approaches to Spanish Culture and Society | 30 | Option | T1 |
| Comparative culture | | | | | |
| 5 | ARCL022S5 | Reading Transnational Cultures (Level 5) | 30 | Core | T3 |
| 5 | ARCL125S5 | Culture and Crisis (Level 5) | 30 | Option | T3 |

****It is recommended that students who are considering going on to one of the BA programmes in French, German, Italian, Japanese, Spanish on completion of the Cert HE take Doing Languages, Cultures and Applied Linguistics as their option in year 1.***

Note: Specific option modules available may vary by academic year.

Core: Module must be taken and passed by student

Compulsory: Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)

Option: Student can choose to take this module

How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Your learning for this course will be organised around the activities outlined below.

French, German, Italian and Spanish pathways:

Learning and teaching methods vary between Language modules and 'Content' modules, but in all cases the programme builds on tried and tested methods, and the collective experience and expertise deployed in existing modules within the Department of Cultures and Languages.

- Classes are 3 hours long for level 4 content modules and 2.5 hours for language classes (stages 1-5). They adopt a mixed-mode delivery, part lecture, part student activity either singly or in small groups, part open discussion. The range of methods deployed is effective in retaining students' attention after a day's work. Varied use is made of the full range of available support materials and technologies, including Moodle. Supervised group and pair-work and short student presentations serve to vary the pace of classroom activity. Presentations also offer the opportunity for formative feedback, and may be used to prepare a written assignment.
- Language classes are 2.5 hours long. Activities are varied and are designed to promote student participation. Assessment takes place at regular intervals throughout the academic year and takes a variety of forms as appropriate to the language-level of the module, including in-class tests, oral presentations, essays and other written tasks.
- Assessment for 'content' modules is via a combination of assessed essays and in class tests.

Japanese and Korean pathways:

- All of the language modules employ a task-driven syllabus, which serves to promote the four language skills (listening, speaking, reading, and writing). Students will be exposed to a variety of authentic materials (including written and audio/visual texts), and competency developed through a range of activities including individual, pair, and group work.
- In order to acquire a sound, critical understanding of key aspects of modern Japanese or Korean society and culture, students will be introduced to a range of analytical approaches which draw on methodologies from cultural, literary, media, and film studies. They will explore a variety of cultural products within their historical and social contexts. Learning activities include the detailed study of historical and cultural texts in various media; seminar presentations and essay writing; and group work.

How we will assess you

The course will use a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. For most of the modules associated with this course, your assessment will be through the following types of assessment.

French, German, Italian and Spanish pathways:

- Assessment on the language modules takes place at regular intervals throughout the academic year and takes a variety of forms as appropriate to the language-level of the module, including in-class tests, oral presentations, essays and other written tasks.
- Assessment for 'content' modules is via a combination of assessed essays and in class tests.

Japanese and Korean pathways:

- Japanese and Korean language modules are assessed by a combination of coursework assignments throughout the year, a final examination at the end of the academic year, and attendance. The assessment of both coursework and final examination follows the criteria set out by undergraduate regulations and the Japanese Language Proficiency Test (JLPT) or the Test of Proficiency in Korean (TOPIK): They cover all four skills (listening, speaking, reading, and writing) as practised in class and are designed to reflect the learning outcomes set above. The combination of coursework assessment and final examination is designed to monitor students' progression in their language acquisition over the year, and enables students to accumulate marks for their study efforts.
- Assessment for 'content' modules is via a combination of assessed essays and in class tests.

Learning outcomes (what you can expect to achieve)

'Learning outcomes' indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, students should be able to:

Subject Specific (French, German, Italian and Spanish pathways):

A. Use of the target language

1. Our European language courses have been mapped to the Common European Framework of Reference for Language (CEFR) as follows:

Stage 1 A1-A2

Stage 2 B1

Stage 3 B2

Stage 4 C

The aims and objectives for each of these stages are defined for each corresponding module.

2. Communicate in a manner appropriate to the level of competence reached, maintaining a degree of grammatical accuracy, in the target language, with competent or native speakers.
3. Be able to exploit for a variety of purposes and, as appropriate, to contextualise a broad range of materials in written or spoken form appropriate to the level of language attained.

B. Explicit knowledge of language

4. Demonstrate some knowledge and effective understanding of the structures, registers and, as appropriate, varieties of form of the target language.

C. Knowledge of related studies

5. Demonstrate an ability critically to evaluate through appropriate methodologies one or more aspects of the arts, cultures, histories, institutions or linguistic situation of the societies of countries using the target language.
6. Demonstrate some knowledge and, using appropriate methodologies, a critical understanding of the relevant cultures and societies gained through one or more of the creative media of the target language

D. Intercultural awareness and understanding

7. Demonstrate a reasoned awareness and critical understanding of one or more cultures and societies, other than the student's own.

8. Demonstrate an ability to describe, analyse and evaluate the similarities and dissimilarities of one or more target cultures or societies in comparison with the student's own.

Intellectual:

9. Identify and describe problems and to devise effective strategies for their resolution.
10. Demonstrate a reasoned awareness and critical understanding.

Practical:

See Subject-specific skills, plus the following:

11. Gather, process and evaluate critically information from a variety of paper, audio-visual and electronic sources.
12. Use IT effectively, both as a means of communication and as an aid to learning.

Personal and Social;

13. Communicate information, ideas and arguments cogently and coherently both orally and in writing with due regard to the target audience.
14. Be responsive to the discipline of working with others and to work effectively as part of a team.
15. Be an effective and self-aware independent learner.

Subject Specific (Japanese and Korean pathways):

A. Use of the target language

1. Our Japanese language courses have been mapped on to the Japanese Language Proficiency Test (JLPT) as follows:

Stage 1 N5
Stage 2 N5-N4
Stage 3 N4
Stage 4 N3

2. Our Korean language modules are approximately mapped onto the TOPIK test as follows:

Stage 1 under TOPIK 1
Stage 2 TOPIK 1+
Stage 3 TOPIK 2

1. Japanese or Korean language skills necessary to communicate in a variety of everyday social and work situations with a reasonable level of accuracy, and to read and write Japanese or Korean at a basic level of competency.
2. A critical understanding of the key moments and basic concepts in the cultural/social history of modern Japan or Korea.

Intellectual:

3. Analytical and critical skills as well as an ability to work with theoretical arguments.

Practical:

4. Development of basic Japanese or Korean language skills to communicate in a wide range of personal and social domains.
5. Development of language learning skills.

Personal and Social:

6. Ability to study independently and with a variety of media.
7. Engagement in constructive critical debate with peers, teamwork ability through group tasks in class.

Careers and further study

You will find Culture and Language graduates in the careers in international organisations and businesses, education, research or editing. Possible professions include:

- translator
- magazine/newspaper journalist
- editorial assistant
- primary/secondary school teacher.

Birkbeck offers a range of careers support to its students. You can find out more on [the careers pages of our website](#).

Academic regulations and course management

Birkbeck's academic regulations are contained in its [Common Award Scheme Regulations](#) and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

Support for your study

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services](#). This covers the whole of your time as a student with us including learning support and support for your wellbeing.

Quality and standards at Birkbeck

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is available [online](#).

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