



Subject Benchmark Statement

Languages, Cultures and Societies

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How can I use this document?

This document is a Subject Benchmark Statement for Languages, Cultures and Societies that defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies.

You may want to read this document if you are:

- involved in the design, delivery and review of programmes of study in Languages, Cultures and Societies, or related subjects
- a prospective student thinking about studying Languages, Cultures and Societies or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in Languages, Cultures and Societies.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in the Quality Assurance Agency for Higher Education's (QAA's) glossary.¹

¹ The QAA glossary is available at: www.qaa.ac.uk/about-us/glossary.

About Subject Benchmark Statements

Education (Quality Code) which sets out the Expectations that all providers of UK higher education reviewed by QAA are required to meet.² They are a component of Part A: Setting and Maintaining Academic Standards, which includes the Expectation that higher education providers 'consider and take account of relevant Subject Benchmark Statements' in order to secure threshold academic standards.³

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Subject Benchmark Statements are used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme, but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community. Further guidance about programme design, development and approval, learning and teaching, assessment of students, and programme monitoring and review is available in Part B: Assuring and Enhancing Academic Quality of the Quality Code in the following Chapters:⁴

- *Chapter B1: Programme Design, Development and Approval*
- *Chapter B3: Learning and Teaching*
- *Chapter B6: Assessment of Students and the Recognition of Prior Learning*
- *Chapter B8: Programme Monitoring and Review.*

For some subject areas, higher education providers may need to consider other reference points in addition to the Subject Benchmark Statement in designing, delivering and reviewing programmes. These may include requirements set out by professional, statutory and regulatory bodies, national occupational standards and industry or employer expectations. In such cases, the Subject Benchmark Statement may provide additional guidance around academic standards not covered by these requirements.⁵ The relationship between academic and professional or regulatory requirements is made clear within individual Statements, but it is the responsibility of individual higher education providers to decide how they use this information. The responsibility for academic standards remains with the higher education provider who awards the degree.

Subject Benchmark Statements are written and maintained by subject specialists drawn from and acting on behalf of the subject community. The process is facilitated by QAA. In order to ensure the continuing currency of Subject Benchmark Statements, QAA initiates regular reviews of their content, five years after first publication, and every seven years subsequently.

² The Quality Code, available at www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code, aligns with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, available at: www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf

³ Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

⁴ Individual Chapters are available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b.

⁵ See further Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

Relationship to legislation

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example, by funding bodies. The Quality Code does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Higher education providers are responsible for how they use these resources.⁶

Equality and diversity

The Quality Code embeds consideration of equality and diversity matters throughout. Promoting equality involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

⁶ See further the *UK Quality Code for Higher Education: General Introduction*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181.

About this Subject Benchmark Statement

This Subject Benchmark Statement refers to bachelor's degrees with honours in languages, cultures and societies.⁷

This version of the Statement forms its third edition, following initial publication in 2000 and review and revision in 2007.⁸

Note on alignment with higher education sector coding systems

Programmes of study which use this Subject Benchmark Statement as a reference point are generally classified under the following codes in the Joint Academic Coding System (JACS):⁹

Q	Linguistics, Classics and related subjects
Q100	Linguistics (includes British Sign Language)
Q200	Comparative Literary studies
Q300	English Literature (includes English as a second language; Scots and Irish language and literature)
Q500	Celtic Studies
Q900	Others in Linguistics, Classics and related subjects (includes Translation studies, Translation theory)
R	European Languages, Literature and related subjects
R100	French studies
R200	German studies
R300	Italian studies
R400	Spanish studies
R500	Portuguese studies
R600	Scandinavian studies
R700	Russian and East European studies
R900	Others in European Languages, Literature and related subjects
T	Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects
T100	Chinese studies
T200	Japanese studies
T300	South Asian studies
T400	Other Asian studies
T500	African studies
T600	Modern Middle Eastern studies
T700	American studies (including Latin America, Caribbean and Canadian studies)
T800	Australasian studies
T900	Others in Eastern, Asiatic, African, American and Australasian Literature.

⁷ Bachelor's degrees are at level 6 in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and level 10 in *The Framework for Qualifications of Higher Education Institutions in Scotland*, as published in *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.

⁸ Further information is available in the *Recognition Scheme for Subject Benchmark Statements*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=190.

⁹ Further information about JACS is available at: www.hesa.ac.uk/content/view/1776/649.

Summary of changes from the previous Subject Benchmark Statement (2007)

Consultation with the relevant subject associations confirmed that the academic community in modern languages remains broadly satisfied with the Subject Benchmark Statement for Languages and related subjects, but that there was a need to reflect the changing context for the study of languages in the UK and the development of new areas of provision. Revisions have been made throughout to improve the clarity and readability of the document and to take account of the views of a student (as a reader) and an employer.

The main changes in this third edition of the Subject Benchmark Statement include:

- a change in the title, from Languages and related subjects to Languages, Cultures and Societies, reflecting the changing presentation of the subject area
- recognition of the Statement's relevance for programmes in English as a second language, Celtic languages and British Sign Language
- recognition of the difference between three and four-year degrees, particularly with respect to work and study abroad
- Removal of 'typical' standards for language degrees to place greater focus on the threshold benchmark
- more detailed reference to the learning outcomes specified in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Learning, Teaching, Assessment (CEFR)
- more reference to e-learning and digital literacy
- addition of an appendix listing typical degrees for which this Statement will be a key reference, and the range of associations with an interest in the area.

1 Introduction

1.1 In an increasingly interdependent world, it is essential to be able to work with other languages, cultures and societies. Programmes and modules in this area equip students to thrive in a variety of environments, from the local to the global. They offer a fascinating variety of things to study, and give better career and employment prospects to the next generation of transnational graduates, internationally mobile graduates who can work across cultures. Students are able to study Languages, Cultures and Societies in single or combined honours degrees, as minor subjects or pathways, as elective modules alongside their main subject, and as extra-curricular studies. According to UCAS, there were around 50 universities offering full degrees in modern languages in the UK for October 2015, with another dozen offering language minors (around a quarter of a programme) and a further 50 providing language electives (individual modules). There is no standard pattern for such programmes and modules, and the aim of this Statement is to set out the range of knowledge and skills that students are able to gain in these studies. The broad range of studies in Languages, Cultures and Societies is generally focused on specialist departments, language centres, schools or sub-faculties with a variety of titles, most often including Modern Languages, Languages and Cultures or Languages and Area Studies. In this document, the field of studies concerned is for convenience referred to as Languages.

1.2 In the past 20 years, the area of languages has received increased attention on the part of educators and policymakers. Changes in public attitudes and in educational policies have led to a noticeable decline in the number of students choosing to study language degrees at university. At the same time, increasing numbers of students are taking elective courses, with or without accreditation, to develop their proficiency in languages. These patterns have been the subject of numerous studies and reports, and have given rise to several government initiatives, particularly in the area of education. For example, the Scottish government is pursuing a policy of pupils learning two languages in addition to their mother tongue, and the Westminster government has adjusted the incentives in performance measures for schools to maintain teaching in foreign and ancient languages. There are several public campaigns to raise the profile of languages. Most of these activities have been directed towards alerting people to the value of languages as an asset for employment and career development. However, less attention has been directed to highlighting this as a rewarding area of study, and as a source of personal development through acquiring cultural enrichment and valuable life skills.

1.3 There is a good deal of evidence that public opinion has accepted that capability in languages is an asset for employability. The variety of careers in which languages can play an important role is outlined in several places, including the Graduate Prospects website.¹⁰ Departments providing language programmes are increasingly taking steps to ensure that the value of their modules for employability is made clear to students. Departments also point out the rich and fascinating nature of language studies, which clearly resonates with students of language degrees. The transformative nature of language study and of residence abroad is often the aspect most valued by graduates. The ability to function in different settings, and to navigate different meanings and relationships, is accompanied by real growth in knowledge and understanding along with changes in self-awareness and social identity.

1.4 University departments, representative associations and national agencies have increasingly been motivated to reassess the curriculum content of language studies and the forms of educational provision. Such reassessments are required to respond to changes in contemporary society and the changing needs of learners, with the aim of making languages more attractive, more accessible and more relevant. This Statement seeks to reflect both

¹⁰ Graduate Prospects website, available at: www.prospects.ac.uk/options_modern_languages.htm

the established curriculum and emerging new directions of study. It also takes account of the increasing diversity of provision.

1.5 Higher education providers draw on this Subject Benchmark Statement in different ways depending on the kinds of programmes and modules they wish to offer. Their choice typically takes into account the focus and objectives of their degree programmes and their particular research strengths. They may also wish to refer to other Subject Benchmark Statements which are of relevance, such as those for Area Studies and Linguistics, or for English, Welsh, Classics and Ancient History, Education Studies, Anthropology, Communication, Media, Film and Cultural Studies, Sociology and History.

1.6 There is considerable variety of provision in languages. Single and joint honours degree programmes often include the name of the languages studied in their title, but in many programmes where the focus is on languages, the title may make no explicit reference to particular languages. Titles may refer to International Studies, perhaps with another named subject, such as Business or Communication. They may refer to translation and/or interpreting. They may refer to a specific region studied, such as European, Latin American or Middle Eastern Studies. An indication of typical degree programmes which include languages is set out in Appendix 1. Elective modules in language learning typically specify the name of the language learned, with an indication of the level of attainment to be achieved. The variety and breadth of provision reflects the fact that study in languages is typically multidisciplinary, which means that teaching expertise is often drawn from several different subject domains, such as linguistics, literature, anthropology, cultural studies, history or politics. Languages also have the potential for inter-disciplinarity, which means that a combination of different disciplinary approaches is used to illuminate a particular object of study.

1.7 While French, German and Spanish have historically predominated in the study of modern and medieval languages, a growing number of learners now wish to study a wider range of languages and cultures. They include other languages of Europe, for example, Italian, Portuguese, and Russian; the languages of Asia, especially Chinese, Japanese and Korean; and the languages of the Middle East, particularly Arabic; ancient languages, for example, Latin and Greek; and other less widely taught languages. Many higher education providers now offer opportunities to learn these and other languages as elective modules. Specialist degree programmes in the languages of the wider world tend, however, to be taught in a small number of providers. In recent years, there has been increased academic interest in English as a second language, in Celtic languages, British Sign Language and in the languages of minority communities, such as Punjabi and Urdu.

1.8 The review group has taken account of several standards in language learning, including those associated with school qualifications in the UK, the National Language Standards, and the declared criteria for standards adopted by several UK universities. It recognises that the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) has become the predominant international standard, gaining currency in North America and in South Asia. The group is aware of internationally recognised standardised language tests, such as IELTS, Cambridge Proficiency, the Hanban HSK test for Chinese language and others, which are often mapped against the CEFR. The present Subject Benchmark Statement attempts to adapt the CEFR as appropriate to UK higher education.

2 Defining principles

2.1 Undergraduate study of languages is concerned with acquiring or improving competence in one or more languages, and understanding the cultures and societies where the language is spoken. Most often the language studied is a second language, understood as one in which the student does not have full mastery. The understanding of culture and society is deepened by use of the relevant target language, understood as the language that the student is learning, though this does not imply that all instruction is necessarily delivered in the target language. Learning through the target language is a matter for policy decision by providers, and such decisions are clearly specified in relation to the aims of the programme or module.

2.2 The study of languages enables students to understand the similarities and differences between cultures, in the broadest sense of high culture, popular culture, material culture, traditional culture (national, regional, tribal and so on) and the customs and practices of everyday life. In this sense it is inherently intercultural. The study of languages enables students to understand ideas and events that cross national boundaries, the current and historical relationships between countries, and the ways in which other countries interact with the UK. In this sense, it is transnational. There is a wide range of practices in how far the intercultural and transnational dimensions are made explicit. At one end of the spectrum are programmes that seek an exclusive immersion in the language or culture that is being studied. At the other end of the spectrum are programmes that seek to focus on the relationships between cultures, developing for example comparative literary studies, intercultural communication or transnational cultural studies.

2.3 The subject range is extremely large, covering potentially all languages in the present and in the past, but two main components of language study are common to all programmes. The first is a focus on the acquisition of competence in the target language, which requires a wide range of knowledge, understanding and skills of a subject-specific and generic nature. The second component is the study of aspects of the cultures and societies associated with the language. The nature and scope of studies varies according to the aims and objectives of the specific programme, and may also draw upon a range of related subjects in order to inform understanding of that culture. In the process, students are expected to acquire understanding and skills that are transferable to other areas of study and to their future career development.

2.4 The acquisition of proficiency in languages has four complementary aims, which virtually all programmes in languages endeavour to integrate:

- to acquire a medium of understanding, expression and communication. This is described as language acquisition (see paragraph 2.5)
- to gain access to other societies and cultures, being able to live and work in other countries and with people from elsewhere. This is described as intercultural awareness, understanding and competence (see paragraph 2.6)
- to understand how a particular language functions and changes, as an object of study in its own right. This is described as the explicit knowledge of language (see paragraph 2.7)
- to gain access to various bodies of knowledge that are available in the language concerned, and to methodological approaches that have been developed in other countries. This is described as knowledge of the cultures and societies where the language is used (see paragraph 2.8).

2.5 The study of a language as a medium of understanding, expression and communication involves the acquisition of practical competence in the use of a specific language. Acquisition of practical competence in a language is carried out to various levels

and may focus on any or all of the main skills of reception (listening and reading) and production (speaking and writing). It may also include proficiency in mediating between two or more languages, especially in translation and interpreting. A number of features make the acquisition of a language uniquely challenging. It involves acquiring new knowledge of a very detailed kind. Many programmes seek to develop the ability to use that knowledge to a high level of accuracy and fluency in the target language. To achieve an appropriate degree of fluency in a chosen language, the learner must devote a great deal of time seeking active exposure to the language and in practising it on a daily basis. Knowledge of relevant culture(s) is integrated with that process through teaching materials, appropriate specialist coursework, residence abroad and independent study and learning.

2.6 The study of a language enables students to participate in societies whose language they study and to operate within different linguistic and cultural contexts. This places them in a privileged position in that they can reflect on their own society from new perspectives, thus increasing their understanding of the concept of citizenship. They can compare and contrast diverse visions of the world, thereby promoting intercultural understanding and bringing distinctive benefits both to their own society, for example, in employment terms, and to the societies of target languages. Language programmes typically incorporate a period of work or study abroad to enable students to develop linguistic and cultural skills and gain other associated benefits (for example, personal resilience, social networks, international perspectives or work experience).

2.7 The study of language as an object in its own right comprises knowledge and understanding both of the structure of the language itself and of the social, historical and cultural contexts in which it has been and/or is currently used. A study of language structure includes learning the use of systems of symbols and sounds for written and spoken communication, the production and comprehension of meanings, and the grammatical patterns in which words can be ordered and modified. A study of social contexts for language includes learning about how usage and meanings vary and change in both time and place; how language is acquired; its role in education, culture, politics and social relationships, and the relations between languages and the ways in which governments, institutions and organisations seek to manage the learning and use of languages. These fields and other aspects of language awareness are outlined in greater detail in the Linguistics Subject Benchmark Statement.

2.8 The study of a language permits access to various bodies of knowledge and methodological approaches. These may involve the study of any aspects of the cultures and societies in which the language is used, and may introduce students to a spread of subjects that range across the humanities and social sciences. The knowledge and understanding may be embodied in the literature, media and other cultural products of the target language societies. Students working in these areas employ the methodological approaches and techniques that they share with other subjects, including the analysis of discourse, texts, images and events from a variety of critical perspectives. Other modes of knowledge and understanding are embodied in the history, geography, institutions, social practices and political and economic life of these societies. Students of languages can access knowledge of these through primary and secondary source materials in the target language, which is particularly important where the sources are not available in their first language. Students may develop a more detailed knowledge and understanding of particular subgroups of the society such as the business, legal, creative, rural, technological or the scientific communities. Students who study languages gain first hand access to those communities.

2.9 The nature of language study requires substantial contact with competent users of the language studied, typically in small groups and with the involvement of people who use the language as their first or main language of communication. Many programmes enhance

this contact through advanced educational technology, for example by using distance-learning based on online facilities.

2.10 The development of skills and knowledge to an advanced level is greatly enhanced by a period of residence in a context where the language concerned is used as the main language of communication. For English, Celtic languages and sign language, this may be achieved within the British Isles, and may include periods of immersion in particular environments where the language is used predominantly. For other languages, the period of residence is normally abroad. The extent of residence abroad varies between different programmes. All programmes encourage students to undertake some residence abroad and most programmes include a compulsory period of work or study abroad. Some programmes make extensive use of virtual learning environments and other online resources to achieve 'virtual mobility' during the programme of studies.

2.11 Many programmes include a compulsory one-year period of residence abroad, which makes a significant, and often essential, contribution to the development and enhancement of knowledge, understanding and skills in linguistic and socio-cultural studies. Such residence may involve periods of study in target language communities, academic exchanges, work placements or assistantships, as circumstances permit. It contributes experiences and contacts that can be valuable in subsequent careers. It also encourages intercultural awareness and capability, qualities of self-reliance and other generic skills. These further enable graduates to become mobile and transnational citizens in the global environment.

2.12 The teaching of languages and related studies is remarkable in the variety of ways in which it has sought to integrate the achievement of its objectives within UK higher education. In many providers, students may take one or more of a range of languages from a variety of starting points, from beginners' level (often called *ab initio*) through to advanced attainment. Similarly, they may cease their study after various levels of progression. Teaching and learning is calibrated to address the different needs of learners, and to secure learning outcomes appropriate to the programme of study at undergraduate and postgraduate level. This multiplicity of purpose, combined with the need to provide small group teaching in a way that recognises the nature of language learning at different stages of competence, requires extraordinary flexibility of organisation. Languages may be single honours degree subjects, subjects in joint degrees, or any proportion of an honours degree programme.

2.13 The academic location of the subject may vary within the institutional structure. Traditionally, languages were taught as single-subject disciplines, located in departments named for the subject (for example, Department of French). In most institutions, languages are now grouped together in a school or department of Modern Languages, which provides an academic home for the languages component of all degree programmes incorporating the study of languages. In such contexts, a language resource centre, offering students access to a wide range of language learning facilities, resources and reference materials, may be located within the school or department. In some providers, a language centre, operating as a free-standing central resource, performs this function. Some schools or faculties in other subjects have established separate languages units in order to meet the language learning requirements of their programmes, as is sometimes the case in business schools or engineering faculties.

3 Nature and extent of language studies

3.1 The study of languages, both within higher education in the UK and internationally, encompasses a wide range of activity, including the study of language, linguistics, cultures and societies. They are also studied in association with a wide range of other subjects, including the natural and social sciences, whose requirements usually influence the ways in which languages are then studied. A small proportion of students study a single language for the entire duration of their undergraduate programme. The majority of students follow programmes either in more than one language or in a language in combination with another subject.

3.2 The subject range is extremely diverse and this Statement has relevance for all languages, including languages that developed in the UK, particularly English as a second or additional language, Celtic languages and sign languages. Modern languages are most commonly taught both as spoken and written languages. Some languages, such as Japanese or Chinese, have complex written scripts to be learned as well as their spoken forms. The subject also includes languages where a classical component of varying weight may be taught alongside the modern component, as is typically the case for classical Arabic and Chinese.

3.3 The range of studies associated with languages is, likewise, extremely diverse. Study may be focused on the cultures and the literatures, both historical and contemporary, of the societies of the language concerned. It may draw upon subjects such as linguistics, translation or interpreting in order to deepen understanding of the language. It may address aspects of history, philosophy, politics, media, geography, sociology, anthropology and economics, in order to enhance understanding of the fabric and context of societies where the language is spoken. Languages are also increasingly taught in other multi and cross-disciplinary combinations, such as languages with business or accountancy, law, art and design, computer science, engineering, and with the natural sciences. In such combinations, the language studies undertaken are seen as adding value to the knowledge, understanding and skills acquired, and extending the range of generic skills. With such diversity and flexibility of programmes, languages are necessarily multidisciplinary and interdisciplinary, as well as intercultural and applied in nature.

3.4 While this Statement addresses the knowledge and skills expected of the graduate of a language degree, it recognises that large numbers of undergraduate students undertake language study within or outside their programme of study in another named subject, often in the framework of institution-wide language programmes. In these contexts, language may be studied for specific purposes, where the lexical structures and discourses studied are tailored to that purpose. The majority of these students are specialists in other subjects and do not aspire to the graduate-level standards of competence in the language studied, as set out in section 7. For the majority of these students, the levels of proficiency described in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* and use of the *European Language Portfolio* may be both helpful and appropriate. However, the language learning experience of these specialists in other subjects has much in common with that of the specialist language student; in particular, the balance between receptive and productive skills, the exposure to authentic resources and the role of educational technology. Paragraph 5.4 is applicable to these students. Similarly, for students of other subjects who pursue language study at a level equivalent to final year, those parts of the benchmark statement relating to language skills and standards and levels of achievement (see paragraph 7.11) may also be relevant and appropriate.

4 Subject knowledge and understanding

4.1 Related to the four complementary dimensions of languages identified in paragraph 2.4, four key elements typify the knowledge and understanding outcomes of programmes in languages:

- use of the target language for purposes of understanding, expression and communication
- intercultural awareness, understanding and competence
- explicit knowledge of language
- knowledge of aspects of the cultures, communities and societies where the language is used.

4.2 The curriculum in a particular programme generally depends upon the nature of the language, local conditions, specialist strengths and the current state of the evolution of the subject as this is driven by research and other factors. The language-learning environment has distinctive potential to be a place from which one takes off into other environments. Programmes in languages achieve the balance between these four key elements as appropriate for the objectives set.

Use of the target language for purposes of understanding, expression and communication

4.3 The use of the target language(s) as a medium for understanding, expression and communication is the shared concern of all schools or departments dealing with languages. Some aspects of effective use of the target language require an extensive knowledge and understanding of the cultures and societies where the language is spoken. Other aspects of its use may be related to the development of language skills. Language programmes seek to impart the appropriate balance of knowledge, understanding and skills.

Intercultural awareness, understanding and competence

4.4 A key form of knowledge and understanding developed among students of languages is the ability to compare the view of the world from their own languages and cultures with the view of the world from the languages and cultures they have studied. The analytical skills they have developed can be used equally well in the study of their own culture and, in particular, in comparing, contrasting and mediating between the two (or more) societies with which they are familiar.

Explicit knowledge of language

4.5 Explicit knowledge of language makes up a significant part of all languages programmes. As a minimum input, it involves the study of linguistic structures in the context of specific language uses. A standard input involves sufficient knowledge of language structure to enable students to observe the full range of appropriate norms of written language and some awareness of linguistic systems. At a more specialised level, language study may involve the detailed consideration of synchronic and diachronic dimensions of language linked to a variety of linguistic theories as illustrated by different languages.

4.6 Many language programmes seek to enable students to mediate between languages and cultures by means of translation and interpreting across a wide range of media. These activities require knowledge of how linguistic systems and cultural contexts relate to one another and of the techniques which permit mediation between languages and cultures. Where linguistic and cultural mediation is a significant part of the curriculum,

the development of advanced skills and explicit knowledge of the practices of translation and interpreting are key features.

Knowledge of aspects of the cultures, communities and societies where the language is used

4.7 The linguistic competences mentioned above are used by schools or departments of languages to enable students to access primary and secondary source materials in the target language in order to gain first-hand knowledge of the cultures, communities and societies where the language is used, including aspects of their literatures, cultures, linguistic contexts, history, politics, geography and social or economic structures. In certain programmes, these relate to discipline-specific contexts, such as the business, legal, creative, rural, technological or scientific communities within those countries or regions.

4.8 Students of languages typically explore a variety of approaches to these cultures, communities and societies by drawing on a wide range of methodologies shared with other subjects in the humanities and social sciences. Degree programmes vary as to the relative weight they attach to these different approaches, but all normally ensure that students completing the programme acquire familiarity with methods, knowledge and understanding appropriate to the academic disciplines involved.

5 Skills

5.1 Graduates in languages will have developed a wide range of subject-related skills that are of great value in a diversity of careers and are readily transferable. A period of residence in a language-intensive environment, often abroad, is crucial in developing and enhancing many of these. The range of subject skills vary according to the specific focus of the programme but typically fall into four areas:

- language skills
- intercultural awareness, understanding and competence
- language-related skills
- subject-related skills.

5.2 Graduates will have developed valuable generic skills, the profile of which varies according to the specific focus of the programme but typically fall into three areas:

- predominantly cognitive skills
- predominantly practical skills
- interpersonal skills and other personal attributes.

Language skills

5.3 The acquisition of skills (primarily reading, writing, listening and speaking) in a language is a central objective of language programmes. Programmes endeavour to enable students to develop and use such skills, as appropriate to the target language and to the learning outcomes of the programme. They may also develop skills that are relevant to their first language, for example translating from the target language in a way that demonstrates awareness of the subtleties of both languages. Certain aspects of effective language use may be related primarily to the development of particular language skills, which themselves require specific knowledge. Thus, for example, advanced productive skills of writing and speaking in the target language both require a high level of knowledge of the grammatical, discursive and pragmatic conventions that govern language use, and of the societal factors which make language use effective.

5.4 Languages graduates normally reach a high level of understanding of the target language(s). They exhibit appropriate levels of achievement (see section 7) in productive (speaking and writing) and receptive language skills (reading and listening), and mediation (translation and interpreting). They are fluent and accurate target language users in a wide range of personal, academic and other domains. They are likely to be at ease with a wide range of topics and registers in formal and informal situations, and be familiar with a wide range of source materials in the target language. Students studying outside specialist language programmes exhibit achievement and progression appropriate to the nature of their programme

5.5 Language skills are likely to include a subset of related skills. These vary from the relatively simple to the more complex, and could include such activities as online interaction, talking on the telephone, video-conferencing, and the use of target language documents for carrying out research or writing reports. Many graduates will have developed language skills that are applicable in a particular professional context, such as education, law or business.

Intercultural awareness, understanding and competence

5.6 All students of languages develop awareness of the similarities and dissimilarities between other cultures and societies, and their own. This is gained through their studies and through their contact with the target language and associated cultures.

In particular, their competence in the target language means that they have an appreciation of internal diversity and transcultural connectedness, and an attitude of curiosity and openness towards other cultures. The skills and attributes they develop include:

- i critical understanding of other cultures and practices other than one's own
- ii ability to function in different cultures
- iii ability to articulate to others the contribution that the culture has made at a regional and global level
- iv ability and willingness to engage with other cultures, appreciating their distinctive features
- v ability to appreciate and evaluate critically one's own culture.

Language-related skills

5.7 Students of languages develop appropriate linguistic tools to describe and analyse the main features of the language(s) studied. This includes what is often referred to as a meta-language, that is, a language with which to speak about language. Therefore, they are able to make effective use of language reference materials such as grammars, standard and specialised dictionaries, and corpora, to refine knowledge and understanding of language varieties, register, genre, nuances of meaning and language use.

5.8 Students of languages become effective and self-aware independent language learners. Their language learning skills might extend from strategies for learning vocabulary to awareness of learning style and the identification of appropriate learning opportunities. These skills equip them to learn other languages with greater ease. They enhance their command and awareness of English and have been shown to increase their employability.

Subject-related skills

5.9 The multidisciplinary nature of many programmes in languages leads to a range of skills in linguistic, cultural and social study. Subject Benchmark Statements in relevant subjects may be helpful in identifying these skills. Important skills are developed through the critical study of cultures, communities and societies that use the languages studied. Depending on the programme, these may relate to the study of the countries or regions in which the target language is used.

5.10 Study of these leads to the development of analytical, critical and specialist skills drawn from the relevant disciplinary areas. The opportunity to study discipline-specific content in the target language represents a unique contribution to the students' learning experience. Learners are able to select and use primary and secondary source materials in the target language in respect of these areas. Examples of the skills developed include techniques of textual analysis, critical study of cultural products, discourse analysis, linguistic analysis, historiography or social and critical theory.

Generic skills

5.11 The multidisciplinary and language-specific nature of language programmes encourages the development of a wide range of key transferable skills including, where applicable, those developed during residence in the target language societies or communities. These skills are also developed to an appropriate level in students for whom language study is a smaller proportion of their degree. They are summarised in the following paragraphs.

Predominantly cognitive skills

5.12 These include the abilities to:

- i use language creatively and precisely for a range of purposes and audiences
- ii engage with, summarise and interpret layers of meaning within texts and other cultural products
- iii contextualise these from a variety of perspectives
- iv reflect critically and make judgements in light of evidence and argument
- v extract and synthesise key information from written, spoken and other sources
- vi organise and present ideas within the framework of a structured and reasoned argument
- vii engage in analytical and evaluative thinking
- viii develop their research skills, including data-searching
- ix develop their digital literacy, including using electronic sources of information in English and in the target language
- x develop their problem-solving skills.

Predominantly practical skills

5.13 These include the abilities to:

- i use and present material in the target language and one's own language in written and oral forms in a clear and effective manner
- ii work autonomously, manifested in self-direction, self-discipline and time management
- iii take accurate and effective notes and summarise material
- iv research effectively in libraries and handle bibliographic information
- v use target language source materials appropriately
- vi write and think under pressure and meet deadlines
- vii ability to manage their own learning
- viii access and use digital resources and social media appropriately.

Interpersonal skills and personal attributes

5.14 These include:

- i effective communication, presentation and interaction
- ii resilience, resourcefulness, self-reliance, initiative, adaptability and flexibility
- iii the ability to work creatively and flexibly with others as part of a team
- iv mediating skills and qualities of empathy
- v ethical awareness
- vi inter-cultural competence.

6 Learning, teaching and assessment

6.1 The presentation of teaching, learning and assessment methods in this section does not imply an order of priority.

Characteristics of the study of languages

6.2 Methods in teaching and learning vary depending on the overall aims and objectives of the degree programme, the student's starting point and on the nature of the language being studied (for example, with or without a standard written form, written in alphabetical or other types of script).

6.3 Language learning at all levels and in all languages is normally intensive, in terms of both teaching contact hours and learning resources. The need for concentrated study extends all the way through the language learning process, from initial study of a language to study at advanced levels and beyond.

6.4 Language learning involves regular and extended contact with competent users of the language, both for explicit teaching of language structures and for exposure to authentic examples of language use. The latter requires frequent and easy access to target language material, for example, in the print, broadcast and electronic media, and film.

6.5 A defining characteristic of language programmes is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Typically, programmes exploit target language materials in a way that is consistent with students' competence at each level. At the same time, programmes may include any of a wide range of humanities and social science subjects as they relate to particular language areas and cultures, hence some or all of the study methods associated with those subjects will be used.

6.6 Students' learning experiences normally involve exposure to various forms of learning technology. These permit access to authentic materials in the language learned, such as print and electronic media, television, radio, film and speech recordings, as well as reference sources in areas such as grammar, vocabulary and scripts.

6.7 An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence through independent study. Such independent study is usually undertaken in close relationship with structured learning, whether based in a classroom or an online environment. It may be guided and developed alongside and beyond structured learning.

Teaching and learning methods

Development of competence in the target language

6.8 Given the necessary variety of approaches referred to above, language learning usually includes some or all of the following methods, either separately or combined in a range of integrated tasks:

- use of authentic material. As a general principle, students are exposed to authentic material in the target language as early as possible in their language study. This may include written texts in a variety of styles and registers. In the case of spoken modern languages, it also includes contact with competent users, including native speakers, both directly and through radio, television and digital media. These forms of target language material can be used in a variety of ways, including reading or

listening comprehension, and translation and production of related material in the target language through exercises, such as summarising, essay writing and oral presentations

- explicit teaching of grammar, assisted by the use of information technology resources and by guided study of a textbook, together with appropriate exercises
- use of a variety of language learning resources, typically for independent use, to reinforce knowledge and skills gained in learning. These may include the use of online and computer-based practices
- Study of literary and other texts in the target language. Programmes vary in the extent to which source material is read in translation, either in teaching or in students' independent study. Programmes may incorporate a progression from study of texts in translation to direct study of target language texts in the original; delivery of specified modules or parts of modules in the target language
- feedback on work submitted, including comment, for example, on appropriateness of style, register, presentation as well as correction of grammatical and other errors.

6.9 Teaching and learning methods that programmes in the subject area have in common with other humanities-based disciplines. These include:

- directed study of primary and secondary texts and other cultural products
- commentaries on extracts from texts or documents and other cultural products, for example, placing in context, interpreting in the light of knowledge of the historical period, and identifying strategies of narration
- data collection and evaluation, for example, from guided use of library resources to independent use of subject bibliographies and online databases
- collecting, selecting, evaluating and presenting information or interpretations of material on a given topic, for presentation orally (seminar or other presentations) or in writing (essays, reports and so on)
- pair and group work, for example, in the preparation of presentations
- discussion of prepared topics in seminar groups
- creative writing
- supervised independent research leading, at the later stages of a programme, to the writing of a dissertation or other large-scale report.

Period of residence abroad

6.10 Many programmes with a large language component make the requirement or offer the opportunity for students to carry out a period of residence abroad, usually in the form of a study or work placement. This is a particularly valuable component of language study which makes a significant contribution to the development and enhancement of knowledge, understanding and skills in languages and related studies. It also encourages intercultural awareness and capability, qualities of self-reliance and other transferable skills.

Programmes vary in the use they expect students to make of the period of residence abroad, the tasks that students are expected to carry out, the ways in which their activities may be supported, monitored and assessed, and the way in which this part of students' learning is integrated into the overall objectives of the programme. Among the objectives for the period of residence abroad, most programmes include the following:

- provide opportunities for, and stimulate contact with, competent speakers of the target language(s)
- optimise the opportunities for linguistic progress, for the development of cultural insight and for academic and personal development resulting from extended contact with the target language environment

- enable students to reflect on and develop their own language learning skills and techniques
- develop intercultural understanding and ethical awareness
- acquire vocationally-oriented experience, where appropriate to the programme.

6.11 Where students are not required or are unable to spend an extended period of residence abroad, these objectives are achieved by a variety of methods, including directed intensive language study during vacations, and providing contact with the target language environment through digital resources and/or virtual mobility.

Assessment

6.12 Language programmes aim to enhance a very wide range of knowledge, skills and understanding, not all of which will necessarily be explicitly assessed.

Assessment of language competence

6.13 Regular and detailed feedback is an essential element in language learning. The multiplicity of knowledge and skills involved in language learning and teaching is an important factor in enhancing the employability of graduates. It is therefore matched by a wide variety of types of assessment covering the range of coursework, examinations and peer and self-assessment.

6.14 Assessment of target language skills can be made up of a range of tests and/or assignments designed to demonstrate fluency, accuracy, comprehension, range, interaction and presentation, as appropriate in:

- receptive skills (listening and reading)
- productive skills (speaking and writing)
- mediation skills (translation and interpreting).

6.15 Each of these may be tested separately or in combination, while forms of assessment may provide broad evidence of levels of competence and understanding and/or may be used to assess skills in specifically targeted ways. Forms of assessment may include:

- oral presentations and conversations
- participation in structured oral discussions
- listening comprehension tests
- transcription and dictation
- interpreting between speakers of the source and target languages
- grammar tests
- summarising and reading for gist or inference
- paraphrasing
- translation from and into the target language(s)
- essays and/or extended projects written in the target language(s)
- report writing based on target language texts or recordings
- linguistic commentaries
- drafting target language texts for a defined audience and purpose
- computer-based and online testing
- portfolios of evidence, participation in individual and/or group projects
- blogs, vlogs, wikis, contributions to social media.

6.16 Translation and mediation skills may be assessed by unseen papers, but also by other means, such as prepared translation with commentary and post-editing/correction of a draft translation. Some programmes may give particular prominence to translating and interpreting skills and use of appropriate tools. Their assessment strategies reflect this.

6.17 Where modules or parts of modules have been delivered in the target language, it may also be appropriate for these elements to be assessed partly or wholly in the target language.

Assessment of subject related studies

6.18 The assessment of modules in linguistic, cultural and social studies is based on a variety of strategies appropriate to the relevant subject.

These may include:

- unseen written examinations
- essays with access to information sources, written to a timescale which may vary from 24 hours to several weeks
- open-book examinations
- oral presentations
- reports, written or oral, sometimes using blogs, wikis and other appropriate technologies
- group projects, involving collaboration between students
- extended essays, dissertations and individual project reports
- placement reports/presentations, written or oral.

Progression and achievement

6.19 Documentation for individual programmes states the extent to which expected levels of achievement and progression are determined by factors such as the student's starting point; the nature of the language, including its script; the nature or focus of the programme; and the purpose for which the language is being studied. However, consistent features include:

- increasing autonomy in student learning, including the ability to identify and plan individual strategies for learning
- growing mastery in language skills
- deepening understanding of the chosen aspects of the life and multiple cultures of the target language countries, communities or societies.

7 Benchmark standards

7.1 Within the UK, a range of languages may be studied at different levels within a variety of degree programmes. The *Common European Framework of Reference: Learning, Teaching, Assessment* (CEFR) provides a widely adopted framework for assessing achievement in language learning, but there is at present no detailed implementation of it that will serve as a benchmark for standards of achievement at different levels in university language learning programmes. In the case of elective language learning modules and minor language components in degrees, the programme or module specifications should indicate the expected level of achievement with reference to the CEFR criteria, and other relevant reference points.

7.2 The benchmark described below is designed to apply to language degrees, understood as degree programmes in which the study of one or more languages:

- comprises at least one-third of the total study load
- is undertaken consecutively in all years of the programme
- and is recognised in the title of the award where a language is named specifically.

7.3 Where the study of one or more languages comprises a smaller proportion of the programme, students may not be required to achieve all elements of the benchmark standard.

7.4 The following standards are not designed to prescribe a curriculum for degree programmes in Languages, Cultures and Societies. In determining learning outcomes, individual programmes give greater or lesser importance to the different areas of skills, knowledge and understanding described below. In some cases, the development of certain skills or aspects of knowledge and understanding may not figure in the programme at all. It is therefore essential that in all cases these standards should be read in conjunction with the information given in individual programme documentation which make clear the learning outcomes required.

7.5 Programme objectives, methods of assessment and learning outcomes are determined according to:

- the nature or focus of the bachelor's degree with honours programme
- the student's starting point
- the nature of the language(s) studied
- the purpose for which the language(s) is being studied.

7.6 The standard of achievement described below comprises 'threshold standards', understood as the achievement expected for the award of a bachelor's degree with honours in one or more named languages. The standards achieved by the majority of students completing such a degree programme are typically higher, though students may achieve a mix of different levels of attainment in the various learning outcomes required.

Use of the target language

7.7 Students should have achieved at least level C1 (Effective Operational Proficiency) in the CEFR and should be able to:

- i understand a wide range of demanding, longer texts, and recognise implicit meaning
- ii express themselves fluently and spontaneously without much obvious searching for expressions
- iii use language flexibly and effectively for social, academic and professional purposes
- iv produce clear, well structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

7.8 It is recognised that some of these learning outcomes may not be fully achievable in all programmes, for example European students studying some Asian languages, students studying languages with a predominantly oral culture or students of sign languages. Some programmes may also offer students the option to attain a different level of language competence in different languages. In these cases, the CEFR standards expected should be made explicit.

Intercultural awareness, understanding and competence

7.9 Students should be able to demonstrate a knowledge, awareness and understanding of:

- i one or more cultures and societies, other than their own, that will normally have been significantly enhanced by a period of residence in the country, or countries, of the target language(s), or by an equivalent experience
- ii the similarities and dissimilarities of those cultures or societies in comparison with their own.

Explicit knowledge of language

7.10 Students should be able to demonstrate a knowledge and understanding of:

- i the structures, registers and, as appropriate, varieties of the target language(s)
- ii the linguistic principles required to analyse the target language(s).

Knowledge of subject related studies

7.11 Students should be able to demonstrate a knowledge and understanding of:

- i one or more aspects of the literatures, cultures, linguistic contexts, history, politics, geography, and social and economic structures of the societies of the country or countries of the target language(s)
- ii the cultures and societies of the country of the target language(s) gained through the study of written texts and other cultural products in the target language(s).

Generic skills

7.12 Students should be able to:

- i identify and describe problems and to work towards their resolution
- ii communicate information, ideas and arguments both orally and in writing
- iii gather and process information from a variety of paper, audiovisual and electronic sources
- iv use digital media effectively as a source of information, a means of communication and as an aid to learning
- v work with others as part of a team
- vi demonstrate an ability to learn independently.

Appendix 1: Typical degrees for which the Subject Benchmark Statement is a key reference

The degrees for which this Statement will be a primary reference have a wide variety of titles, conveying a predominant focus on the study of languages, cultures and societies. There are five main categories.

The title specifies one named language, for example Chinese, or a language-related area of study, for example Arabic Studies. The following languages and areas are named in this way:

African Language and Culture
Arabic Language, Arabic Studies, Arabic and Islamic Studies
Chinese, Chinese Studies
European Languages
French, French Studies, Francophone Studies, French Linguistic Studies
German, German Studies
Italian, Italian Studies
Japanese, Japanese Studies
Korean, Korean Studies
Russian, Russian Studies
Scandinavian Studies
Slavonic Studies
Spanish, Spanish and Latin American Studies, Hispanic Studies, Spanish Linguistic Studies
Turkish.

The title combines two named languages or areas, for example Spanish and Portuguese, French with Arabic Studies. In addition to the languages named above, other languages may be shown, most commonly belonging to the same language family, for example Spanish and/or Portuguese or Catalan, German and/or Dutch or Swedish, Russian and/or Bulgarian, Czech, Serbian and Croatian, Slovak. The proportion of emphasis on the languages named varies from programme to programme.

A generic title, which does not specify particular languages, but indicates a focus on languages. In many cases, students study two or three languages, one or more of which may be studied from scratch (*ab initio*). The following generic titles are used:

Applied Languages, Applied Language Studies, Applied Languages and Translation
Combined Languages Languages, Language Studies
Modern Languages, Modern Language Studies, and/or with Translation Modern Languages and European Studies
Multilingual Studies.

The title combines a named language equally with another subject, typically by using the word 'and', for example French and Politics, Economics and German or History and Russian. The languages combined in this way include Arabic, Chinese, Czech, French, German, Japanese, Korean, Portuguese and Spanish among others. The subjects with which combinations are available include:

Accountancy
Anthropology
Archaeology
Biology
Business, Business Studies, Business Management
Classical Studies
Communication Studies
Computing
Criminology
English, English Language, Creative Writing
Economics
Education, Education Studies
European Studies, Eastern European Studies
Film, Film and Media
Finance
Geography
History
History of Art
International Management
International Relations Law
Linguistics
Mathematics
Music
Politics
Sociology
Theatre Studies.

The title designates an area of study, but does not specify particular languages. It may include a focus on languages, but may not do so. In some cases, it is the area or region that forms the focus, and the proportion of language study may be limited. Examples include:

African Studies
Asia Pacific Studies
Celtic Studies
European Studies Language and Linguistics
Latin American Studies
Middle Eastern Studies.

Other degrees for which the Subject Benchmark Statement is a useful reference

The Subject Benchmark Statement will be of value for programmes that include a proportion of language-related studies, where the language component is a 'minor' subject or a pathway, accounting for less than one third of the student's final degree. In some cases the degree title indicates this minor focus, typically by using the preposition 'with' or the adjective 'international' or 'European'.

The number of possible combinations is potentially very large, and the following titles are offered as examples:

Accounting with French (or German or Spanish and so on)
Advertising and Marketing Communications with Language
Biochemistry with Study in Continental Europe
Business and Management (International Route)
Business with Urdu
Chemistry with Spanish (or French or German and so on)
Economics with a European Language
Electrical and Electronic Engineering with a Year Abroad
English and European Studies
English Language and Communication with French
European-Latin American Management (Mexico)
European Law with French (or German or Spanish and so on)
European Politics with French
European Social and Political Studies
Festival and Event Management with Language
Geography with Extended Studies in Europe
Hospitality Management with Language
International Business Management
International Business with Entrepreneurship and one language
International Tourism Management (Mandarin)
International Business
International Business with Mandarin (or French or German and so on)
International Management Studies with European Languages and Society.

The Statement will also be of use for language provision for students of many subject, frequently offered as free-standing elective modules in language learning or in the study of cultures and societies. The majority of these modules do not aim to take students to the threshold level of achievement for language degrees.

Associations with an interest in the area of Languages

Association for French Language Studies - AFLS
Association for German Studies in GB and Ireland - AGS
Association for Language Learning - ALL
Association for Low Countries Studies - ALCS
Association for the Study of Modern and Contemporary France - ASMCF
Association of British and Irish Lusitanists - ABIL
Association of Contemporary Iberian Studies - ACIS
Association of Hispanists of GB and Ireland - AHGBI
Association of University Professors and Heads of French - AUPHF
Association of University Language Centres - AULC
British Academy
British Association for Applied Linguistics - BAAL
British Association for Chinese Studies - BACS
British Association for Islamic Studies - BRAIS
British Association for Slavonic and East European Studies - BASEES
British Society for Middle Eastern Studies - BRISMES
Linguistics Association of Great Britain - LAGB
Modern Humanities Research Association - MHRA
Philological Society - PhilSoc
Society for Italian Studies - SIS
Society for Latin American Studies - SLAS

Society of French Studies - SFS
UK Council for Area Studies Associations - UKCASA
University Council of General and Applied Linguistics - UCGAL
University Council of Modern Languages - UCML.

Appendix 2: Membership of the benchmarking and review groups for the Subject Benchmark Statement for Languages, Cultures and Societies

Membership of the review group for the Subject Benchmark Statement for Languages, Cultures and Societies (2015)

Dr Elizabeth Anderson	Newcastle University
Dr Uwe Baumann	The Open University
Dr Ulrike Bavendiek	University of Liverpool
Dr Rhian Davies	University of Sheffield
Dr Barbara Fennell	University of Aberdeen
Professor John Gillespie	University of Ulster
Professor Claire Gorrara	Cardiff University
Professor Chris Harris	The University of Liverpool
Professor Debra Kelly	The University of Westminster
Professor Michael Kelly (Chair)	University of Southampton
Dr John Morley	University of Manchester
Dr Filippo Nereo	Coventry University
Vicky Wright	University of Southampton
Dr Tim Burton	Quality Assurance Agency for Higher Education
Dr Cathy Kerfoot	Quality Assurance Agency for Higher Education

Employer representative

Janet Zmroczek	The British Library
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Student reader

Dr Iain Mossman	Cardiff University
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Membership of the review group for the Subject Benchmark Statement for Languages and Related Studies (2007)

Details provided below are as published in the second edition of the Subject Benchmark Statement for Languages and Related Studies.

Dr Robin Aizlewood	University College London
Dr Elizabeth Anderson	Newcastle University
Uwe Baumann	Open University
Dr Ulrike Bavendiek	University of Liverpool
William Brierley	University of Portsmouth
Dr Nicola Cooper	University of Bristol
Dr Rhian Davies	University of Sheffield
Dr Barbara Fennell	University of Aberdeen
Elizabeth Hudswell	Subject Centre for Languages, Linguistics and Area Studies
Professor Debra Kelly	University of Westminster
Professor Michael Kelly (Chair)	University of Southampton
Professor Elisabeth Lillie	University of Ulster
Vicky Wright	University of Southampton

Membership of the original benchmarking group for Languages and Related Studies (2002)

Details provided below are as published in the original Subject Benchmark Statement for Languages and Related Studies.

Dr Robin Aizlewood	University College London
Dr Mark Davie	University of Exeter
Mr Clive Griffiths	University of Manchester
Professor Marianne Howarth (Chair)	The Nottingham Trent University
Ms Elspeth Jones	Leeds Metropolitan University
Dr Vanessa Knights	University of Newcastle upon Tyne
Professor Bonnie McDougall	University of Edinburgh
Dr Rob Rix	Trinity and All Saints College, Leeds
Professor Richard Towell	University of Salford
Professor David Walker	University of Sheffield
Professor Rhys Williams	University of Wales, Swansea
Ms Vicky Wright	University of Southampton

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