



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data			
<b>Awarding Institution</b>	UWE		
<b>Teaching Institution</b>	UWE		
<b>Delivery Location</b>	UWE (Frenchay)		
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries and Education		
<b>Department responsible for programme</b>	Arts		
<b>Modular Scheme Title</b>	Standard		
<b>Professional Statutory or Regulatory Body Links</b>			
<b>Highest Award Title</b>	BA (Hons) English with Writing		
<b>Default Award Title</b>	N/A		
<b>Fall-back Award Title</b>			
<b>Interim Award Titles</b>	BA English with Writing Dip HE English with Writing Cert HE English with Writing		
<b>UWE Progression Route</b>			
<b>Mode(s) of Delivery</b>	SW, FT, PT		
<b>Codes</b>	<b>UCAS: OPC3</b>	<b>JACS:</b>	
	<b>ISIS2: Q3W9</b> Q3WA (SW) Q3W9 (FT)	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	English Benchmark Statement		
<b>First CAP Approval Date</b>	20 <sup>th</sup> May 2014	Valid from	September 2014
<b>Revision CAP Approval Date</b>	February 2017	Revised with effect from	September 2017
<b>Version</b>	3		
<b>Review Date</b>	March 2018		

## Part 2: Educational Aims of the Programme

The educational aims of Programme are to:

- provide a current curriculum which offers depth within and breadth across the subject area through distinctive modules based on staff expertise;
- provide students with a thorough knowledge of English literary culture by exposing them to canonical and non-canonical texts from the Renaissance to the twenty-first century;
- provide students with an understanding of the social, cultural, and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged;
- develop students' critical practices that stress the crucial balance between close reading and theoretical/contextual models of interpretation;
- extend students' knowledge of the historical and intellectual frames of reference from which literature and public discourse emerge;
- offer a distinctively varied learning and assessment portfolio which encourages the development of analytic skills, creative expression and critical argument;
- provide a supportive and responsive framework for students' academic, personal and professional development;
- provide intellectually challenging and student-focused teaching that is informed and enriched by staff research;
- offer distinctive and varied teaching practices, including individual tutorials, student-led seminars, lectorials, lectures, workshops and virtual learning teaching environments;
- foster a progressive academic culture in which students mature and develop independence over the course of their degree;
- offer a compulsory curriculum that develops outward-facing, employable students who are fully conscious of the transferable value of their subject-specific knowledge and skills;
- enable students to practise their subject-specific knowledge and skills in real working environments through work placements;
- offer modules that engage and connect with cognate programmes across the faculty, facilitating integrated learning opportunities;
- offer opportunities that address UWE's wider agenda, such as childhood studies, the creative industries, and sustainability;
- develop students' skills in relevant software programmes;
- develop students' awareness of the societal role of communication systems and modes of representation;
- offer opportunities to develop a broad range of writing skills including creative, professional and commercial practices.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The English with Writing Programme encourages students to produce academic work of the highest caliber by achieving the stipulated learning outcomes for all of their modules. Students are advised to engage in extra-curricular activities, such as joining the English Society. Students are also encouraged to undertake work experience in relevant fields. At level 3 the Kate Fullbrook Award is presented to the student who best exemplifies achievement in adversity; the Keith Davey Memorial Prize for the best English Independent Project is awarded to the highest achieving student on the module.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### A. Knowledge and Understanding

On successful completion of this award students will be able to demonstrate knowledge and understanding of the following:

- a wide range of literature and writing in English from the nineteenth and twentieth and twenty-first centuries,

### Part 3: Learning Outcomes of the Programme

with some knowledge of pre-1800 literature and writing;

- the cultural and historical contexts which shaped and were shaped by the authors and texts studied;
- the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;
- the key terms and concepts used in the analysis and interpretation of literary ideas and professional and commercial writing practices;
- the range and variety of modern approaches to the study of literary texts;
- the interrelations of literary study with the knowledge produced within other disciplines including film and other cultural productions.

#### B. Intellectual Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to identify the complexities of the major literary genres and other forms of written and oral communication;
- the ability to apply critical thinking in the close reading, description, analysis, and production of texts and discourses;
- the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions and non-literary discourses;
- the ability to write critically, demonstrating an ability to form arguments and synthesise critical ideas;
- the ability to think and write creatively in response to a variety of literary forms and genres;
- an awareness of how literature and language produce and reflect cultural difference;
- comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.

#### C. Subject/Professional/Practical Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts;
- the ability to produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers;
- the ability to deploy appropriate critical language in written and oral communication;
- knowledge of the conventions of literary research and presentation, including citation and referencing;
- the ability to design and produce a substantial piece of independent research or personal writing;
- the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments;
- the ability to work, communicate and participate in groups.

#### D. Transferable Skills and other attributes

On successful completion of this award students will be able to demonstrate the ability to:

- produce effective written communication;
- marshal their ideas in a limited time;
- study effectively and manage their time efficiently;
- locate and evaluate information sources and extract relevant information;
- use IT for a variety of purposes, from research to the production of work for written and presentational assessments;
- use initiative and work independently;
- communicate effectively orally;
- work efficiently as members of a team;
- organise and self-direct substantial projects.

### Part 3: Learning Outcomes of the Programme

<b>Learning Outcomes:</b>	UPGPPT-30-1	UPGPPU-30-1	UPGPPG-30-1	UPGP6J-30-1	UPGPPH-30-2	UPGPPL-30-2	UPGPTB-30-2	UPGPTA-30-2	UPGPPK-30-2	UPGPTM-30-2	UPGPPM-30-2	UPGPST-30-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPFH-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPGPSU-30-3	UPGP6K-30-3	
<b>A) Knowledge and understanding of:</b>																						
a wide range of literature and writing in English from the nineteenth, twentieth and twenty-first centuries, with some knowledge of pre-1800 literature and writing.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
the cultural and historical contexts which shaped and were shaped by the authors and texts studied	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
the key terms and concepts used in the analysis and interpretation of literary ideas and professional and commercial writing practices	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
the range and variety of modern approaches to the study of literary texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
the interrelations of literary study with the knowledge produced within other disciplines including film and other cultural productions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>(B) Intellectual Skills</b>																						
the ability to identify the complexities of the major literary genres and other forms of written and oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
the ability to apply critical thinking in the close reading, description, analysis, and production of texts and discourses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions and non-literary discourses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
the ability to write critically, demonstrating an ability to form arguments and synthesise critical ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
the ability to think and write creatively in response to a variety of literary forms and genres	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
an awareness of how literature and language produce and reflect cultural difference	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>(C) Subject/Professional/Practical Skills</b>																						
the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
the ability to produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers				X								X								X		
the ability to deploy appropriate critical language in written and oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
knowledge of the conventions of literary research and presentation, including citation and referencing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
the ability to design and produce a substantial piece of independent research or personal writing													X						X	X		
the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
the ability to work, communicate and participate in groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>(D) Transferable skills and other attributes</b>																						
produce effective written communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
marshal their ideas in a limited time	X		X	X	X	X	X	X			X			X		X	X		X	X		
study effectively and manage their time efficiently	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
locate and evaluate information sources and extract relevant information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
use IT for a variety of purposes, from research to the production of work for written and presentational assessments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
work efficiently as members of a team	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
use initiative and work independently													X							X		
Communicate effectively orally			X	X						X		X			X			X		X	X	
organise and self-direct substantial projects.													X						X	X		

## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Knowledge of a wide range of writing in English is acquired through the required reading on core and optional modules, through constant encouragement to undertake wider, independent study in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their English Independent Projects.

The acquisition of knowledge of relevant contexts, formal dimensions, key concepts, a variety of approaches to the study of literary and non-literary texts and the connection between literary study and other disciplines is achieved through a combination of lectures, lectorials, seminars, and workshops, as appropriate to each module. English Independent Project supervision is provided through a mixture of small-group sessions and individual tutorials.

Students receive guidance in the use of appropriate critical terminology via lectures and seminar discussion, one-to-one tutorials, and in feedback on written work. Individual Module Handbooks offer guidelines on the presentation of literary research. Seminar preparation, participation and more formal presentations offer opportunities for developing competence in oral communication. Writing competencies are tested in a variety of written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory English Independent Project module.

Students learn academic, professional and commercial writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops. Some of these have time limits set on them. Some of them form self-help study groups and are aided by mentoring schemes. They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also gain advice about time management. They are introduced to the library's resources including IT provision in induction and during core modules at each level; they can follow this up by attending IT training courses. They are encouraged to take responsibility for their own learning in a variety of ways; for example, by formulating their own essay titles, making choices about their learning, following up their own interests, and in particular studying for their English Independent Project. They practise their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give an assessed individual or group presentation or lead a session. Some modules specifically encourage teamwork by, for example, requiring groups of students to give a presentation.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the English with Writing programme teaching is a mix of scheduled and independent learning. For the programme:

**Scheduled learning** includes lectures, lectorials, seminars, tutorials, project supervision, workshops and literary engagement with relevant work experience. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, scheduled teaching preparation, assignment preparation and completion.

**Placement Year (taken between years 2 and 3)** For students on the sandwich route. – a significant period of paid employment or self-employment. A typical placement lasts for 26 weeks or more.

### Description of any Distinctive Features

Genre and Creative Writing is a compulsory level 1 module that gives students the opportunity to develop their creative writing skills in response to the understanding of specific generic conventions.

## Part 4: Student Learning and Student Support

Occasions for Writing is a compulsory level 2 module that develops students' understanding of non-literary discourses and introduces them to codes of practice for professional writing careers.

Writing in Practice is a compulsory level 3 module that develops students' creative, professional and commercial writing skills in the work place, in areas such as copywriting, journalistic forms and review writing.

English Independent Project is a compulsory level 3 module designed to provide pathways to future careers. Students can choose from one of the following options: Dissertation; Research-Based Creative Writing; Module Design; Anthology; Criticism and Review; Group Project; Work Experience.

## Part 5: Assessment

A: Approved to University Regulations and Procedures

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment is strongly biased towards the continuous assessment of written work and outward-facing skills, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film analyses, journals, reflections on group presentations, creative writing assignments and portfolios of writing. Students also complete an English Independent Project, an extended and demanding piece of coursework.

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, and written examinations. These are detailed in the following assessment map:

#### Assessment Map for English with Writing

		Unseen Written Exam	In-class Test	Seen Written Exam	Oral assessment and/or written report	Reading Log	Annotated Bibliography	Essay, Extended Essay, and/or assignment plan	Review, Commentary, Blog	Webpage Design and Content	Anthology	Creative Writing and/or Critical Commentary	Portfolio	Extended and/or Independent Project
Compulsory Modules Level 1	UPG PPT-30-1			A (25)		B (23)							B (52)	
	UPG PPU-30-1				A (25)		B (26)	B (49)						
	UPG PPG-30-1	A (50)										B (50)		
	UPG P6J-30-1		A (30)										B (70)	
Compulsory Modules Level 2	UPG PPH-30-2			A (40)				B (30)				B (30)		
	UPG PST-				A (35)				B (23)				B (42)	

Part 5: Assessment															
Compulsory Modules Level 3	UPG PPD-30-3											A (10)		(90)	A
	UPG PSU-30-3				A (35)									B (65)	
Optional Modules Level 2	UPG PPL-30-2			A (40)								B (60)			
	UPG PTA-30-2			A (25)										B (75)	
	UPG PPK-30-2	A (25)					B (30)					B (45)			
	UPG PPM-30-2			A (35)								B (65)			
	UPG PTB-30-2	A (40)										B (20) & (40)			
	UPG PTM-30-2				A (25)								B (75)		
	UPG PPR-30-3			A (25)									B (26)		B (49)
Optional Modules Level 3	UPG PFS-30-3				A (25)									B (75)	
	UPG PFH-30-3			A (30)								B (25) & (45)			
	UPG PTF-30-3			A (30)								B (35)	B (35)		
	UPG PPA-30-3				A (25)							B (25)			(50)
	UPG PPP-30-3			A (25)										B (75)	
	UPG P6K-30-3				A (25)									B (75)	
Assessment should be shown in terms of either <b>Written Exams</b> , <b>Practical exams</b> , or <b>Coursework</b> as indicated by the colour coding above.															

**Part 6: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules



ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UGPPT-30-1 Creativity, Critique and Literature  UGPPU-30-1 Literature and Ideas  UGPPG-30-1 Once Upon a Time: Stories Children and Literature  UGP6J-30-1 Genre and Creative Writing	None	Cert HE English  Other requirements: None
	Year 2	UGPST-30-2 Occasions for Writing  <b>AND</b>  UGPPH-30-2 Forms of Reading/Reading Forms	UGPPL-30-2 Victorian Frictions  UGPPTB-30-2 British Writing 1900-1950  UGPPM-30-2 Shakespeare's World of Words  UGPMT-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830-1970  UGPPTA-30-2 Exploring the Eighteenth Century  UGPPK-30-2 Romanticism Unbound	Dip HE English  Other requirements: None
	VCU Year: see International Variant (Appendix 1).			





**Placement Year**

Students on the sandwich route (SW) must undertake and pass a work placement:.

During this time students must complete the 30 credit level 3 module, Professional Development on Placement UPNNA5-30-3

This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

This provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.


**To be eligible for Placement students would normally be expected to have passed a minimum of 210 credits**

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	UGPSU-30-3 Writing in Practice  UGPPD-30-3 English Independent Project	<b>Two 30 credit options from:</b>  <i>Students who have completed a Placement (and passed the relevant module) are required to select just one 30 credit option</i>  UGPPR-30-3 Children's Fiction Since 1900  UGPFS-30-3 Gothic Literature  UGPFH-30-3 Literature and Culture in Britain, 1885-1930  UGPPA-30-3 Contemporary American Narrative  UGPPP-30-3 Moving Words: Travel Writing and Modernity  UGP TF-30-3 Fiction in Britain since 1970  UGP6K-30-3 Crime and Detection in Nineteenth-Century Literature	BA English  Other requirements:

**GRADUATION**

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY				
	Year 1.1	<b>Compulsory Modules</b> UGPPT-30-1 Creativity, Critique and Literature  UGPPU-30-1 Literature and Ideas	<b>Optional Modules</b> None	<b>Interim Awards</b>
	Year 1.2	UGPPG-30-1 Once Upon a Time: Stories Children and Literature  UGP6J-30-1 Genre and Creative Writing	None	Cert HE English 120 credits
	Year 2.1	<b>Compulsory Modules</b> UGPST-30-2 Occasions for Writing  <b>AND</b> UGPPH-30-2 Forms of Reading/Reading Forms	<b>Optional Modules</b> None	<b>Interim Awards</b>
	Year 2.2	<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>

	None	UGPPL-30-2 Victorian Frictions  UPGPTB-30-2 British Writing 1900-1950  UPGPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830- 1970  UPGPTM-30-2 Exploring the Eighteenth Century  UGPPL-30-2 Romanticism Unbound  UGPPTM-30-2 Shakespeare's World of Words	Dip HE English 240 credits:
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	Compulsory Modules	Optional Modules	Interim Awards
Year 3.1	UGPSU-30-3 Writing in Practice	UGP6K-30-3 Children's Fiction Since 1900 <b>OR</b> UGP6F-30-3 Gothic Literature <b>OR</b> UGP6H-30-3 Literature and Culture in Britain, 1885-1930 <b>OR</b> UGP6A-30-3 Contemporary American Narrative <b>OR</b> UGP6P-30-3 Moving Words: Modernity, Literature and Colonialism <b>OR</b> UGP6T-30-3 Fiction in Britain since 1970 <b>OR</b> UGP6K-30-3 Crime and Detection in Nineteenth- Century Literature	

Year 3.2	Compulsory Modules	Optional Modules	Interim Awards

<p>UPGPPD-30-2 English Independent Project</p>	<p>UPGPPR-30-3 Children's Fiction Since 1900 <b>OR</b> UPGPFS-30-3 Gothic Literature <b>OR</b> UPGPFH-30-3 Literature and Culture in Britain, 1885-1930 <b>OR</b> UPGPPA-30-3 Contemporary American Narrative <b>OR</b> UPGPPP-30-3 Moving Words: Travel Writing and Modernity <b>OR</b> UPGPTF-30-3 Fiction in Britain since 1970 <b>OR</b> UPGP6K-30-3 Crime and Detection in Nineteenth- Century Literature</p>	<p>BA English 300 credits</p>
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**GRADUATION**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### [QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

### [University strategies and policies](#)

The learning outcomes that underlie the educational aims of the UWE undergraduate English with Writing programme are broadly in line with QAA Benchmark Statement (2007) and FHEQ qualification descriptors (2008). Learning outcomes are level-specific, increasing in terms of sophistication and complexity with each level. The learning outcomes of UWE English with Writing increasingly involve creative opportunities in line with the QAA Benchmark Standards (2007). In the case of the English Independent Project, which has several types of assessment, specific learning outcomes clearly express the equivalence of the range of projects. Assessments operate within QAA Benchmarking guidelines and within the regulatory framework offered by the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework.' Staff research feeds into modules at various levels, and in particular at level three, where modules are created in line with staff expertise as well as what will develop and be of practical use to our students in the workplace. Students are encouraged to attend staff research papers and activities. We have consulted closely with Careers, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team. Employability skills are developed across modules through appropriate methods of teaching and learning to improve students' employment prospects.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Formal and informal student feedback (e.g., Student Representative Staff Forum, Module Evaluation);
- Annual staff peer-review whereby colleagues observe one another's sessions and share good practice;
- English Academic Review 2012 which included feedback from current and former students as well as external colleagues;
- The utilisation of advice and supporting material from Careers to enhance the delivery of the employability-related aspects of the Programme;
- The findings of the university-wide assessment and feedback project led by the English Teaching and Learning Fellow;
- Annual Away Day reflections upon students' learning experience;
- Ongoing review of the Curriculum to ensure quality and standards.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

**FOR OFFICE USE ONLY**

First CAP Approval Date	February 2014			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	1 February 2017	Version	3	<a href="#">RIA 12086</a> <a href="#">RIA 12175</a> <a href="#">RIA 12177</a> <a href="#">RIA 12178</a> <a href="#">RIA 12179</a> <a href="#">RIA 12176</a> <a href="#">RIA 12127</a>
Next Periodic Curriculum Review due date	<i>Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)</i>			
Date of last Periodic Curriculum Review				