PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Delivery Location(s)	UWE Frenchay and St Matthias
Faculty responsible for programme	Social Sciences and Humanities
Modular Scheme title	Humanities Undergraduate Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	NA
Highest award title	BA(Joint Hons) English and ….. (another half award)
Default award title	Not Applicable
Interim award titles	BA (Joint Honours) English & another half award; Certificate in Higher Education – English & another half award; Diploma in Higher Education – English & another half award
UWE progression route	
Mode(s) of delivery	
Codes **UCAS code** Q300	**JACS code**
ISIS code	**HESA code**
Relevant QAA subject benchmark statements	
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2009

Original Validation Date: September 2005

Latest Committee Approval…QSC   **Date:…09/06/2009**

Version Code 5

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

NEW VERSION

Section 2: Educational aims of the programme

Single honours English students may expect the programme:

- To provide an intellectually challenging and rewarding curriculum in English.
- To provide teaching that is informed and enriched by the research of members of the School of English.
- To provide a supportive environment for students' academic and personal development.
- To allow students to pursue their own literary interests and enthusiasms.
- To prepare students for the variety of career paths which favour self-disciplined, self-motivated graduates with good thinking and communication skills.

Section 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

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of:	**Teaching/learning methods and strategies:**
1 a wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature; 2 the cultural and historical contexts, which shaped and were shaped by the authors and texts studied; 3 the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama; 4 the key terms and concepts used in the analysis and interpretation of literary ideas; 5 the range and variety of modern approaches to the study of literary texts; 6 the interrelations of literary study with the knowledge produced within other disciplines.	Acquisition of skill 1 is through the required reading on core and optional modules, through constant encouragement to undertake wider, independent reading in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their dissertations. Acquisition of skills 2 - 6 is through a combination of lectures, seminars, and workshops, as appropriate to each module, with dissertation supervision provided through a mixture of small-group sessions and individual tutorials. On most modules, students are expected to deepen their understanding of topics by immersing themselves in the secondary literature, on which detailed guidance is given in module handbooks. **Assessment:** Assessment is strongly biased towards the continuous assessment of written work, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film and performance analyses, journals, reflections on group presentations and performance pieces, creative writing assignments and portfolios of writing. In accordance with University regulations, at least 25% of the assessment on each module is carried out under controlled conditions, which usually means, but is not limited to, seen or unseen examinations.

B Intellectual Skills

On successful completion of this award students will be able to demonstrate the following skills:	Teaching/learning methods and strategies:
1 the ability to identify the complexities of the major literary genres and other forms of written and oral communication; 2 the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions; 3 the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas; 4 an awareness of how literature and language produce and reflect cultural difference; 5 comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.	Intellectual skills are developed for skills 1 and 2 through attending lectures and intellectual debate in seminars and reading both primary and critical material. Skills 3 and 4 are acquired by writing critical essays and, where appropriate, creative writing portfolios. Skill 5 is achieved through a combination of these and progression through the award from core modules through to more self directed learning on optional modules and the dissertation. **Assessment:** The variety of assessment methods employed all place great emphasis (as shown in the subject's assessment criteria) on the learner's ability to demonstrate skills 1-5 through short and long essays, dissertations and creative writing, and seen and unseen examinations. A minimum of 25% of modular assessment is based on controlled conditions exercises.

C Subject/Professional/Practical Skills: On successful completion of this award students will be able to demonstrate the following skills:	Teaching/learning methods and strategies:
1 the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts; 2 the ability to deploy appropriate critical language in written communication; 3 the ability to deploy appropriate critical language in oral communication; 4 knowledge of the conventions of literary research and presentation, including citation and referencing; 5 the ability to design and produce a substantial piece of independent research or personal writing.	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. The English Student Handbook and 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 dissertation module and guidelines in the appropriate module handbook. **Assessment:** Skills 1, 2 and 4 are assessed through a variety of written assessments, ranging from the short essay (500 words) to the extended essay (4000 words), portfolio of writing and formal test and examination. Skill 5 is assessed through the dissertation (compulsory for single honours students), which includes a progress report component (worth 5% of the assessment). Skill 3 is not formally assessed, but is developed through seminar participation.

D Transferable Skills and other attributes

On successful completion of this award students will be able to demonstrate the ability to:	**Teaching/learning methods and strategies:**
1 produce effective written communication;	Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops (skill 1). Some of these have time limits set on them (skill 2). Students learn to study effectively by attending the faculty's study skills workshops or tutorials, or by consulting study skills books or computer packages as well as by receiving feedback from staff in tutorials. Some of them form self-help study groups (skill 3). They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also attend time management tutorials (skill 4). They are introduced to library and IT skills in induction; they can follow this up by attending IT training courses (skills 5 and 6). 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 dissertation (skill 8). They practice their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give a presentation or lead a session (skill 8). Many modules specifically encourage team work by, for example, requiring groups of students to give a presentation, present an improvisation or put on a play reading (skill 9)
2 marshal their ideas in a limited time;	
3 study effectively;	
4 manage their time efficiently;	
5 locate and evaluate information sources and extract relevant information;	
6 use a computer for word processing, obtaining information, and presenting data;	
7 take responsibility for their own learning;	
8 communicate effectively orally;	
9 work efficiently as members of a team.	
	Assessment:
	All modules in English are assessed by at least two pieces of writing and many by three (skill 1). These pieces include essays, bibliographical exercises, pastiches, creative writing and journals. On each module one of these pieces is written under controlled conditions and in a limited time (skill 2). In order to be successful in all assessments, students need study skills (skill 3) and time management skills (skill 4). For their coursework they also need to be able to access information (skill 5) and are required to present their work in typewritten form (skill 6). In all modules, they are expected to take at least some responsibility for their own learning (skill 7); this is particularly true for the dissertation. Oral communication (skill 8) and teamwork (skill 9) are not formally assessed.

Section 4: Programme structure

ENTRY
↓

<table>
<tr>
<td rowspan="2">Year 1/ Level 1</td>
<td>Compulsory modules

UPGPDC-60-1</td>
<td rowspan="2">Optional modules

There are no optional modules for this stage.</td>
<td rowspan="2">Interim Awards:
• Credit requirements 120 – Certificate in Higher Education

• Other requirements None</td>
</tr>
<tr>
<td>Core modules

There are no core modules at this stage of this award.</td>
</tr>
<tr>
<td rowspan="2">Year 2/Level 2</td>
<td>Compulsory modules

UPGPPH-30-2</td>
<td rowspan="2">Optional modules

The balance to be taken from:

UPGPPJ-30-2
UPGPPK-30-2
UPGPTA-30-2
UPGPTB-30-2
UPGPTL-30-2
UPGPPL-30-2</td>
<td rowspan="2">Interim Awards:

• Credit Requirements – 240 – Diploma in Higher Education

• Other requirements None</td>
</tr>
<tr>
<td>Core modules
There are no core modules for this stage of this award.</td>
</tr>
<tr>
<td>VCU Yeat</td>
<td colspan="3">(See International Variant: Appendix 1)</td>
</tr>
<tr>
<td rowspan="2">Year 3/Level 3</td>
<td>Compulsory modules

There are no compulsory modules at this stage.</td>
<td rowspan="2">Optional modules

Two of the following modules (or their equivalent) must be taken:

UPGPTD-30-3
UPGPFD-30-3
UPGPTF-30-3
UPGPEG-30-3
UPGPFH-30-3
UPGPPA-30-3
UPG-PFS-30-3
UPGPPD-30-3</td>
<td>Prerequisite requirements
• Minimum credit/module requirements – 120
• other - none</td>
</tr>
<tr>
<td>Core modules

There are no core modules at this stage.</td>
<td>Awards:
• Target/highest BA (Hons)
• Default title – Not applicable

Credit requirements
BA (Hons) – 360
BA - 300</td>
</tr>
</table>

→ **GRADUATION**

Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels
• Normally Tariff points within the range of 240 – 320.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 3 Distinctions and 3 Merits – 5 Distinctions and 1 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 70% and 76%. International with between 28 and 32 points.

Section 6: Assessment Regulations

a) **Wholly in accordance with MAR**   √

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

• One week's Induction Programme for orientation and study skills.
• Student Handbooks and Module Guides.
• Extensive library and other learning resources and facilities.
• Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
• A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
• Strong emphasis on the skills of the independent learner and researcher.

Section 8 Reference points/benchmarks

The following reference points and considerations were used in designing the programme:
• University teaching and learning policies.
• Staff research projects.
• QAA Subject Benchmark statements.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

Appendix 1: VCU International variant

UWE Level 2 (VCU Level 300/400 modules

NOTE: Students must take a total of 5 (US 3-credit – Level 300/400) modules together with 5 modules relating to the other half award:

ENGL 320
18th-Century British Literature

ENGL 335
Literature of the English Renaissance

ENGL 400
Shakespeare: The Early Works

ENGL 401
Shakespeare: The Later Works

ENGL 402
Chaucer

ENGL 403
Milton

ENGL 407
Medieval Epic and Romance

ENGL 409
Medieval Studies

ENGL 410
Renaissance Studies

ENGL 411
18th-century British Studies

ENGL 320
18th-Century British Literature

ENGL 335
Literature of the English Renaissance

ENGL 400
Shakespeare: The Early Works

ENGL 401
Shakespeare: The Later Works

ENGL 402
Chaucer

ENGL 403
Milton

ENGL 407
Medieval Epic and Romance

ENGL 409
Medieval Studies

ENGL 410
Renaissance Studies

ENGL 411
18th-century British Studies

ENGL 313
Southern Literature

ENGL 314/AFAM 314 African-American Literature

ENGL 315
The Modern Novel

ENGL 316
Modern Poetry

ENGL 317
Modern Drama

ENGL 318
Contemporary Poetry

ENGL 321
British Literature of the Romantic Era

ENGL 322
Victorian Poetry

ENGL 323
Early 20th-century British Literature

ENGL 324
Later 20th-century British Literature

ENGL 351/TEDU 351
Children's Literature I

ENGL 352/WMNS 352 Feminist Literary Theory

ENGL 361/RELS 361 The Bible as Literature

ENGL 363/AFAM 363/INTL 366 African Literature

ENGL 365/AFAM 365/INTL 367 Caribbean Literature

ENGL 367
Eastern Thought in Western Literature

ENGL 371 American Literature: Colonial and Federal

ENGL 372
American Literature: American Romanticism

ENGL 373
American Literature: Realism and Naturalism

ENGL 374
American Literature: Early 20th Century

ENGL 375
American Literature: Contemporary

ENGL 381

Fiction into Film

ENGL 384/WMNS 384 Women Writers

ENGL 385/ENVS 385 Nature Writing

ENGL 386/ANTH 386 Introduction to Folklore

ENGL 387/WMNS 387 Lesbian Texts/Queer Theories

ENGL 391 Topics in Literature

* WE ARE AIMING IN THE FUTURE FOR STUDENTS TO TAKE *UP TO* TWO (US – Level 300/400) MODULES FROM ELSEWHERE IN THE VCU UNDERGRADUATE SCHEME

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Humanities, languages and Social Sciences
Programme accredited by	Not Applicable
Highest award title	BA(Joint Hons) English and ….. (another half award)
Default award title	Not Applicable
Interim award title	BA English and …. (another half award); Certificate in Higher Education – English and …. (another half award); Diploma in Higher Education – English and …. (another half award)
Modular Scheme title (if different)	Humanities Undergraduate Modular Scheme
UCAS code (or other coding system if relevant)	BQ93, GQ33, GQ43, LQ13, NQ43, PQ93, QF38, QG36, QL32, QL33, QMH1, QQC3, QQ13, QV31, QV35, QW36, WQ43, XQ33, QG34, QT37, QP39, QN38.
Relevant QAA subject benchmarking group(s)	English
Valid until	Ongoing
Valid from (insert date if appropriate)	September 2005

Authorised by…VARSC   **Date:…**MAY 05

Version Code
    3 (1/9/05)

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

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Section 2: Educational aims of the programme

Joint Honours English students may expect the programme:

- To provide an intellectually challenging and rewarding curriculum in English.
- To provide teaching that is informed and enriched by the research of members of the School of English.
- To provide a supportive environment for students' academic and personal development.
- To allow students to pursue their own literary interests and enthusiasms.
- To prepare students for the variety of career paths which favour self-disciplined, self-motivated graduates with good thinking and communication skills.

Section 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

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: 1. a range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature; 2. the cultural and historical contexts, which shaped and were shaped by the authors and texts studied; 3. the formal and aesthetic dimensions of some of the three main genres of fiction, poetry, and drama; 4. some of the key terms and concepts	**Teaching/learning methods and strategies:** Acquisition of skill 1 is through the required reading on core and optional modules, through constant encouragement to undertake wider, independent reading in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their dissertations (optional on the half award). Acquisition of skills 2 - 6 is through a combination of lectures, seminars, and

used in the analysis and interpretation of literary ideas; 5. a range and variety of modern approaches to the study of literary texts; 6. the interrelations of literary study with some of the knowledge produced within other disciplines, particularly that of the student's other half award.	workshops, as appropriate to each module, with dissertation supervision provided through a mixture of small-group sessions and individual tutorials. On most modules, students are expected to deepen their understanding of topics by immersing themselves in the secondary literature, on which detailed guidance is given in module handbooks. **Assessment:** Assessment is strongly biased towards the continuous assessment of written work, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film and performance analyses, journals, reflections on group presentations and performance pieces, creative writing assignments and portfolios of writing. In accordance with University regulations at least 25% of the assessment on each module is carried out under controlled conditions, which usually means, but is not limited to, seen or unseen examinations.

B Intellectual Skills

B Intellectual Skills:	Teaching/learning methods and strategies:
On successful completion of this award students will be able to demonstrate the following skills:	Intellectual skills are developed for skills 1 and 2 through attending lectures and intellectual debate in seminars and reading both primary and critical material. Skills 3 and 4 are acquired by writing critical essays and, where appropriate, creative writing portfolios. Skill 5 is achieved through a combination of these and progression through the award from core modules through to more self directed learning on optional modules and the dissertation (optional on the half award).
6 the ability to identify some of the complexities of the major literary genres and other forms of written and oral communication;	
7 the ability to analyse some of the roles, methodologies, ideologies and historical contexts of literary critical traditions;	**Assessment:**
8 the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas;	The variety of assessment methods employed all place great emphasis (as shown in the subject's assessment criteria) on the learner's ability to demonstrate skills 1 - 5 through short and long essays, dissertations and creative writing, and seen and unseen examinations. A minimum of 25% of modular assessment is based on controlled conditions exercises.
9 an awareness of how literature and language produce and reflect cultural difference;	
10 some comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.	

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills:	Teaching/learning methods and strategies:
On successful completion of this award students will be able to demonstrate the following skills:	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. The English Student Handbook and 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
6 the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts;	
7 the ability to deploy appropriate critical language in written communication;	
8 the ability to deploy appropriate critical language in oral communication;	

9 knowledge of the conventions of literary research and presentation, including citation and referencing; 10 the ability to design and produce a substantial piece of independent research or personal writing, should the student choose to complete a dissertation in English.	of independent work is given through tutorial support in the dissertation module (optional on the half award) and guidelines in the appropriate module handbook. **Assessment:** Skills 1, 2 and 4 are assessed through a variety of written assessments, ranging from the short essay (500 words) to the extended essay (4000 words), portfolio of writing and formal test and examination. Skill 5 is assessed through the dissertation (optional on the half award), which includes a progress report component (worth 5% of the assessment). Skill 3 is not formally assessed, but is developed through seminar participation.

D Transferable Skills and other attributes

D Transferable skills and other attributes:	Teaching/learning methods and strategies:
On successful completion of this award students will be able to demonstrate the ability to: 10 produce effective written communication; 11 marshal their ideas in a limited time; 12 study effectively; 13 manage their time efficiently; 14 locate and evaluate information sources and extract relevant information; 15 use a computer for word processing, obtaining information, and presenting data; 16 take some responsibility for their own learning; 17 communicate effectively orally; 18 work efficiently as members of a team.	Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops (skill 1). Some of these have time limits set on them (skill 2). Students learn to study effectively by attending the faculty's study skills workshops or tutorials, or by consulting study skills books or computer packages as well as by receiving feedback from staff in tutorials. Some of them form self-help study groups (skill 3). They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also attend time management tutorials (skill 4). They are introduced to library and IT skills in induction; they can follow this up by attending IT training courses (skills 5 and 6). 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 (should they chose to do so) in studying for their dissertation (skill 8). They practice their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give a presentation or lead a session (skill 8). Many modules specifically encourage team work by, for example, requiring groups of students to give a presentation, present an improvisation or put on a play reading (skill 9) **Assessment:** All modules in English are assessed by at least two pieces of writing and many by three (skill 1). These pieces include essays, bibliographical exercises, pastiches, creative writing and journals. On each module one of these pieces is written under controlled conditions and in a limited time (skill 2). In order to be successful in all assessments, students

need study skills (skill 3) and time management skills (skill 4). For their coursework they also need to be able to access information (skill 5) and are required to present their work in typewritten form (skill 6). In all modules, they are expected to take at least some responsibility for their own learning (skill 7); this is particularly true for the optional dissertation. Oral communication (skill 8) and teamwork (skill 9) are not formally assessed.

Section 4: Programme structure

		Compulsory modules / Core modules	Optional modules	Interim Awards:
ENTRY ↓	**Year 1/ Level 1**	**Compulsory modules** • UPGPDC-60-1 • **Core modules** There are no core modules at this stage of this award.	**Optional modules** Students must take two Level 1 modules from their other discipline	**Interim Awards:** • Credit requirements 120 – Certificate in Higher Education • Other requirements None
	Year 2/Level 2	**Compulsory modules** Students must take at least one of the following: • UPGPDL-30-2 • UPGPDM-30-2 • UPGPTA-30-2 **Core modules** There are no core modules for this stage of this award.	**Optional modules** Students must take a total of two English modules from those on offer. Full lists are available from the Faculty Administration team. Students must take two modules from their other discipline	**Interim Awards:** • Credit Requirements – 240 – Diploma in Higher Education • Other requirements None
	Year Out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement* THIS DOES NOT APPLY TO THIS AWARD		

	Compulsory modules There are no compulsory modules at this stage of this award.	Optional modules Students must take two English modules drawn from the wide range of optional modules. If the student takes UPGPPC-30-3, they cannot take a dissertation in their other discipline. Should a student choose to take a dissertation in their other discipline, they cannot take UPGPPC-30-3. A full list can be obtained from the Faculty Administration Team. In addition students must take two modules form their other discipline.	Prerequisite requirements • Minimum credit/module requirements – 120 • other - none
Year 3/Level 3	Core modules There are no core modules at this stage of this award.		Awards: • Target/highest BA (Hons) • Default title - BA **Credit requirements** BA(Hons) – 360 BA - 300

→ **GRADUATION**

Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels
•   Normally Tariff points within the range of 200 – 320. AS General Studies is excluded from the points tariff range.
•   Preference given to relevant subjects such as English, Arts and Social Science.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 5 Distinctions and 1 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBC.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 76%. International with between 24 and 32 points.

Section 6: Assessment Regulations

a) **Wholly in accordance with MAR**   √

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

•   One week's Induction Programme for orientation and study skills.
•   Student Handbooks and Module Guides.
•   Extensive library and other learning resources and facilities.
•   Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
•   A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
•   Strong emphasis on the skills of the independent learner and researcher.

Section 8 Reference points/benchmarks

The following reference points and considerations were used in designing the programme:
•   University teaching and learning policies.
•   Staff research projects.
•   QAA Subject Benchmark statements.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.