

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
<b>Awarding Institution</b>	UWE	
<b>Teaching Institution</b>	Alexander College, Cyprus	
<b>Delivery Location</b>	Alexander College Campus, Cyprus	
<b>Faculty responsible for programme</b>	ACE	
<b>Department responsible for programme</b>	Art and Design	
<b>Modular Scheme Title</b>	Undergraduate Programme	
<b>Professional Statutory or Regulatory Body Links</b>	n/a	
<i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>		
<b>Highest Award Title</b>	BA (Hons) Photography	
<b>Default Award Title</b>	n/a	
<b>Interim Award Titles</b>	BA Photography Dip HE Photography Cert HE Photography	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	FT	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:W64A</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Art & Design	
<b>CAP Approval Date</b>		
<b>Valid from Date</b>	September 2012	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	1	

**Part 2: Educational Aims of the Programme**

The course aims to:

1. Widen access to education in photography at undergraduate level through open and flexible learning.
2. Provide an intellectually stimulating programme of study based on high quality study material delivered by professional photographers.
3. Develop creative capacities and critical ability in the interpretation and applied knowledge of imagery.
4. Develop understanding of theory and conceptual issues central to the critical practice of photography and the social, historical and cultural contexts in which it is practiced.
5. Provide a stimulating and challenging learning environment that will permit evolution, review and revision of attitude and perspective, allowing in the process of learning the possibility of changing one's view of the world and interactions with it, both visually and intellectually.
6. Foster professional standards and ethical awareness of existing and new developments in photography, in order to expand the horizon of professional opportunity and expertise.

**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:

**Learning Outcomes****Teaching, Learning & Assessment Strategies****A Knowledge and Understanding**

### Part 3: Learning Outcomes of the Programme

On completion of the course, students will be able to demonstrate:

1. A very high level of technical competence in photographic and digital imaging technologies;
2. A critical understanding of the diversity of photographic practice, the significance of representation, and the central role of visual culture in contemporary everyday life;
3. A critical and imaginative response to creative and conceptual challenges or projects;
4. Effective transferable skills and problem-solving abilities to respond to a rapidly changing work environment;
5. Command of the demands of working at a professional level and the ability to respond flexibly and imaginatively to change;
6. Integrated experiences of working in teams as well as independently and recognition of the transferable skills needed in future learning and professional work environments;
7. How newer technologies are shaping and redefining photographic practice and discourse, in this way equipping students with relevant strategies to adapt to a rapidly changing workplace;
8. Encourage and foster professional standards in preparation for the demands of the labour market;
9. Technical and aesthetic formal qualities of digital photography and their relationship to the production of meaning.

Teaching/learning methods and strategies:

The diversity of learning and teaching methods are designed to enhance the learning experience of the student and to meet the aims and learning outcomes of the program. These methods address the learning domains, knowledge, skill and competence. Modules typically develop a number of methods and strategies. The following methods are utilised throughout the program:

#### Lectures

Lectures are the principal teaching method used for the presentation and discussion of theoretical issues. They are used to focus on the key issues of a module and are often used in conjunction with seminars to extend and examine the issues raised. Lecture notes are a valuable support to other information sources and may prove useful long after completion of your course.

#### Workshops

Present and apply the key concepts and practices through indicative example and illustration.

#### Practical

Projects combine formal teaching and independent study on a focused task with a defined outcome. These may be initiated by staff, or jointly between staff and students. The outcomes of projects vary according to the specific character of each course – e.g., slide presentations, written reports or a creative product. Each project culminates in some form of review or critique. Practical Work projects will be set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical precepts. Depending on the equipment and processes used, this may involve an introduction to safe working practices through technical demonstrations that students must attend before commencing personal practical work.

#### Seminars

Seminars provide an opportunity for dialogue and interaction between staff and students. Seminars may be used to support lectures, or may be central to practical delivery.

#### Tutorials

Tutorials provide guidance and opportunity to discuss the student's progress and to agree a further course of action. They may be used to address specific issues in the work, to follow up assessments or to discuss other factors affecting progress. Informal and formal tutorials are held with each student. Each student is assigned a personal tutor.

#### Group work

Group work is recognised as an important educational experience in its own right and is valued by many employers. Assessment aims to balance the merits of group achievement and individual performance.

#### Study visits

Study Visits may involve organised visits to any of the following: buildings, stores, companies and organisations, design practices, trade fairs, exhibitions, museums and galleries.

financial contribution from the student, in which case will be notified of any costs well in advance of the visit.

### Part 3: Learning Outcomes of the Programme

	<p>Assessment:</p> <p>Assessment is achieved by the testing of the knowledge base at Level 1 through essays, reflective pieces, journals, presentations, workbooks, video production and screenwriting portfolios.</p> <p>Testing of the knowledge base at Level 2 and 3 is through assessed coursework of various kinds, including essays and projects, oral presentations and tasks undertaken under examination conditions. Knowledge of the processes of production is assessed through the completion of video and screenwriting portfolios.</p>
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### B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <p>Students should develop the capacity to:</p> <ol style="list-style-type: none"><li>1. Demonstrate the ability to analyse in detail, and from a variety of standpoints e.g aesthetic formal, technological, the digital photographic image.</li><li>2. Demonstrate a critical understanding of the key theoretical approaches and debates relating to the study of the media, culture and society, and their relationship to digital photography/media.</li><li>3. Exercise critical judgment in the selection and manipulation of the digital photographic image - and demonstrate an ability to communicate through the medium of the photograph.</li><li>4. Demonstrate reflexivity and creative independence in relation to one's own work.</li><li>5. Demonstrate an understanding of the production, distribution and consumption of photography through both traditional and experimental means.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <ol style="list-style-type: none"><li>1. Intellectual skills are developed through lectures, individual and group tutorial and seminar work, as well as assignments based on portfolio and independent practice. Additionally, set briefs for practice work encourage students to explore conceptual frameworks in relation to their work as well as practical coursework projects, including the final year degree major project Professional portfolio and second year independent project.</li><li>2. Students are expected, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.</li></ol> <p><b>Assessment:</b></p> <p>Intellectual skills are normally assessed through essays, practical projects and exhibitions, student presentations and sometimes group or individual oral presentations.</p> <p>As students progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way.</p> <p>Students are expected to undertake greater independent study for practical and written projects, and the Degree Major Project at Semester 6.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject, Professional and Practical Skills</b></p> <p>Students should develop the capacity to:</p> <ol style="list-style-type: none"> <li>1. Produce creative work that demonstrates a high level of skill in Photoshop for image editing, colour correction, image adjustment and selective editing.</li> <li>2. Produce visual and textual work which is informed by, and contextualised within relevant theoretical issues and debates, and which demonstrates an understanding of forms, structures and audiences.</li> <li>3. Use a range of software to enhance photographic practice eg. commercial motion images to produce videos from still images, multimedia authoring software packages (to assemble online portfolio) and photobook software such as Adobe InDesign.</li> <li>4. Identify appropriate practices within a professional and ethical framework, and understand the continuing need for professional development.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <ol style="list-style-type: none"> <li>1. Practical and conceptual skills will be developed through seminars and workshops, which provide technical instruction and practice in key methods of application. Commercial awareness is also developed through Moving Image in Advertising at Semester 3.</li> <li>2. Skills are developed through research, practical exercises, and the development of photobooks and portfolios on creative writing modules.</li> </ol> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. A combination of seminar presentations, coursework, assignments, practical projects and studio practice.</li> </ol>
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<b>D Transferable Skills and other attributes</b>	
<p><b>D Transferable Skills and other attributes</b></p> <p>Students should also acquire an appropriate level of competence in and capacity to:</p> <ol style="list-style-type: none"> <li>1. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity</li> <li>2. Organise and manage supervised and self-directed projects.</li> <li>3. Communicate effectively and creatively using a variety of presentation formats.</li> <li>4. Work productively with others individually and as part of a team; showing abilities at different times to listen, contribute and lead effectively.</li> <li>5. Apply entrepreneurial skills in dealing with audiences, clients and consumers.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Transferable skills are embedded at all levels of the programme. Acquisition takes place through a range of learning opportunities. Communication skills are developed in a range of contexts, from formal and informal presentations, writing in different contexts (reflective writing, professional documentation,), class discussion and group work. Practical briefs are deliberately set with scope for independent interpretation and creative exploration, with greater opportunity at Semester 5 and 6 for autonomy. External Photographic Brief give students the opportunity to explore professional working practices, including of defining audiences and working collaboratively.</p> <p><b>Assessment:</b></p> <p>Student performance is tested through presentation; individual, group project and exercises, production of project documentation and self-directed projects.</p>

## Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, and the module diet. All modules are core-compulsory.

<b>ENTRY</b>  	<b>Year 1</b>	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>• UAAALM-15-1 (PHO 101) Introduction to Photography (15 Credits )</li> <li>• UAAAMB-15-1 (PHO 102 ) Photographic History and Theory (15 Credits )</li> <li>• UAAAMC-15-1 (PHO 103) Foundations in Film Photography (15 Credits )</li> <li>• UAAAMD-15-1 (PHO 104) Digital Imaging (15 Credits )</li> </ul>	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>• UAAAME-15-1 (PHO 105) Professional Studio Practice I (15 Credits )</li> <li>• UAAAMF-15-1 (PHO 106) Photographic Camera Techniques (15 Credits )</li> <li>• UAAALT-15-1 (PHO 107) Fine Art Photography (15 Credits )</li> <li>• UAAAMH-15-1 (PHO 108) Introduction to Critical Study (15 Credits )</li> </ul>	<b>Interim Awards</b>  Credit Requirements 120 – Certificate in Photography  Other requirements None
	<b>Year 2</b>	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>• UAAAMJ-15-2 (PHO 201) Professional Studio Practice II (15 Credits)</li> <li>• UAAAMK-15-2 (PHO 202) Advanced Digital Imaging (15 Credits )</li> <li>• UAAALX-15-2 (PHO 203) Moving Image in Advertising (15 Credits )</li> <li>• UAAAML-15-2 (PHO 204) Location Photography (15 Credits )</li> </ul>	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>• UAAAMM-15-2 (PHO 205) Experimental Photography (15 Credits )</li> <li>• UAAAMN-15-2 (PHO 206) Visual Language in Photography (15 Credits )</li> <li>• UAAAMP-30-2 (PHO 207) Intermediate Project (30 Credits )</li> </ul>	<b>Interim Awards</b>  Credit requirements 240 – Diploma in Photography  Other requirements None
	Year Out: <i>n/a</i>			

Year 3	Compulsory Modules	Compulsory Modules	Interim Awards
	<ul style="list-style-type: none"> <li>• UAAAMQ-20-3 (PHO 301) Specialist Practice in Photography (20 Credits )</li> <li>• UAAAMR-20-3 (PHO 302) External Photographic Brief (20 Credits )</li> <li>• UAAAMS-20-3 (PHO 303) Advanced Theory and Practice (20 Credits )</li> </ul>	<ul style="list-style-type: none"> <li>• UAAAMT-15-3 (PHO 304) Professional Portfolio (15 Credits )</li> <li>• UAAAMU-15-3 (PHO 305) Presentation Design (15 Credits )</li> <li>• UAAAMV-30-3 (PHO 306) Degree Major Project (30 Credits )</li> </ul>	<p>Target/highest: BA (Hons) Default title: BA</p> <p>Credit requirements BA (Hons) – 360</p>

## GRADUATION

**NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student**

### Part 5: Entry Requirements

The Programme Administrator deals with initial enquiries about courses and applications. All students will have an individual interview regarding their course / programme of study to ascertain areas where they may require additional support. Applicants who are aware of their specific needs are asked to outline them at this initial stage. During the interview process, assessment will take place to ensure that:

- The student's expectations are fully discussed and analyzed, their needs understood and assessed.
- The proposed learning programme with the College is considered to be in the student's best interests and that they would not be better provided for elsewhere.
- The College facilities and resources are sufficient to meet those needs.

The Learning Agreement will contain clear statements specifying precisely what the College is offering to the student and details of the commitment the student is making to the College. Any changes to the student's circumstances will automatically require a full review of the Learning Agreement. Students with additional needs that are identified through their course of study will be counselled and guided through an assessment process to establish how they may be further supported through the remainder of their studies.

Where adjustments to the College educational environment are required, the College will make every effort to do so, provided this is achieved within resource constraints. Where this is not possible, outside assistance may be sought to minimise entry barriers.

Desired candidates are highly qualified persons who have the ambition and the curiosity to explore ideas, challenge theories and contribute positively in the classroom. Admission criteria include:

- A high school leaving certificate (Apolitirion) or an equivalent qualification from an accredited institution.
- Fluency in written and spoken English. Candidate students should present a proof of English as follows:
  - GCE O level minimum grade "C"  
or
  - IELTS 6.0

or

- TOEFL 550
  
- A completed application form with all supporting documents.

In approved cases, educational experience may be accepted in the case of formal qualifications along with evidence that the candidate has the ability to undertake studies at the required level. APL regulations are relevant to the University of the West of England Academic Regulations and Procedures.

### Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including; proposals, reports, in class exercises, oral assessment, presentations, projects, portfolio and practical coursework. These are detailed in the following assessment map:

#### Assessment Map for BA (Hons) Photography

		Type of Assessment*					
		Research Folder	Oral assessment and/or presentation	Dissertation\Written Research paper	Portfolio\Exhibition of practical work	Written Report / Proposal	Written Exam
<b>Compulsory Modules Level 1</b>	UAAALM -15-1 (PHO101) Introduction to Photography				A 100		
	UAAAMB-15-1 (PHO102) Photographic History and Theory		A 40	B 60			
	UAAAMC-15-1 (PHO103) Foundations in Film Photography				A 100		
	UAAAMD-15-1 (PHO104) Digital Imaging				A 100		
	UAAAME-15-1 (PHO105) Professional Studio Practice I				A 100		
	UAAAMF-15-1 (PHO106) Photographic Camera Techniques				A 100		
	UAAALT-15-1 (PHO107) Fine Art Photography			B 40	A60		
	UAAAMH-15-1 (PHO108) Introduction to Critical Study	B60		A40			



<b>Compulsory Modules Level 2</b>	UAAAMJ-15-2 (PHO201) Professional Studio Practice II				A 100		
	UAAAMK-15-2 (PHO202) Advanced Digital Imaging				A 100		
	UAAALX-15-2 (PHO203) Moving Image in Advertising	B50			A50		
	UAAAML-15-2 (PHO204) Location Photography				A 100		
	UAAAMM-15-2 (PHO205) Experimental Photography				A 100		
	UAAAMN-15-2 (PHO206) Visual Language in Photography		A 40		B 60		
	UAAAMP-30-2 (PHO207) Intermediate Project				A 70	A 30	
	<b>Compulsory Modules Level 3</b>	UAAAMQ-20-3 (PHO301) Specialist Practice in Photography		A 30		B 49	B 21
UAAAMR-20-3 (PHO302) External Photographic Brief					A 100		
UAAAMS-20-3 (PHO303) Advanced Theory and Practice				B 70			A 30
UAAAMT-15-3 (PHO304) Professional Portfolio		A 50			B 50		
UAAAMU-15-3 (PHO305) Presentation Design			A 30		B70		
UAAAMV-30-3 (PHO306) Degree Major Project				A 30	A 50	A 20	

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Student Learning

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

All courses at the College are founded on the principle that the most effective educational experience combines structured teaching and independent study. The course is designed to give the student maximum responsibility for the management of their learning. The skills and abilities that will support them after graduation extend beyond your subject knowledge.

This will require a high degree of commitment and personal organisation. It is important that students attend all taught sessions, (lectures and practical) making arrangements to cover material from any session, which they are unable to attend (e.g. through illness).

UWE is currently revising its TEL Strategy, with the overarching aim to develop inclusive, flexible and accessible curricula that enables personalised learning and innovative pedagogic developments. The development of e-learning will be directed by pedagogic considerations rather than by the availability of various technologies, and the aim is to enhance the student experience through the provision of effective, flexible and engaging learning opportunities that take account of ability, disability, accessibility and learning preferences. UWE link tutors and Alexander College programme teams will work together to take full advantage of TEL opportunities – this may include the sharing of recent pilot projects and examples of good practice in areas such as resource-based learning, e-learning course design and computer aided assessment, and e-marking and feedback.

Several different learning and teaching methods are used at the College, and may be used on most

## Part 7: Student Learning

modules which include class based lectures, practical independent study, seminars, tutorials where lecturers are able to assess the student's progression, working to live briefs, deadlines to manage time constraints, simulated work scenarios, presentations, peer group situations, role play and site visits.

Alexander College staff is used to working very closely with their students. The fact that student numbers are small means that groups always maintain an informal atmosphere, which is very conducive to learning. Students always feel that they can receive as much attention as they need from their tutors. All students accepted on the course will be required to attend a 2-week induction study course, which will be used to enable students to prepare for their classes.

As regards to support for teaching and learning, the library will be expanded by the books suggested in the BA-Top Up module specifications, in addition to normal annual purchasing of books. The IT facility covers all the requirements of the College's students and they have free unlimited Internet access. Additionally, each student is assigned one personal tutor for personal advice, guidance and support.

Assessment

### Formative assessment

Formative assessment is an interim review of the work undertaken at key points during particular module. It provides an indicative measure of the progress, allows the student to consider their work in relation to that of their peers, allows them to agree with staff any adjustments they need to make in order to satisfy course requirements, and is designed to help them improve their performance. It does not contribute to the final module mark. The process serves as practice for the student and a check for understanding during the learning process. Students get rapid feedback on the efficacy of conflict management and resolution work. While a project is in progress, a formative evaluation process provides feedback on how the work is going. A formative evaluation process documents how conflict management and resolution work is proceeding, what techniques are used, what problems encountered, and what impacts are made in early and middle stages of work.

### Summative assessment

Summative assessment is that carried out at the end of a module. It provides an evaluation of their progress during the module, generates a module mark, and confirms the conditions for referral and retake.

The purpose of assessment

Assessment measures the student's performance in completed modules. It is therefore retrospective and should not necessarily be taken as a guide to future success.

Assessment can have the following purposes:

- To measure the student's performance over a specified part of the course by published criteria against a stated requirement;
- To provide the student with feedback about their performance, helping them to identify strengths and weaknesses;
- To determine their suitability to progress to the next stage of the course;
- To determine the award of an appropriate qualification.

The assessment scheme is designed to recognise and credit achievement rather than to penalise failure. If a student fails a module they will have a further chance to improve the work and pass.

Students progress from stage to stage of the course by accumulating sufficient credit (i.e. by passing modules). The final award requires students to accumulate credit in the same way.

Assessment methods used on the course

## Part 7: Student Learning

Assessment practices adopted by the course are consistent with the College's Assessment Policy. The Assessment methods employed are effective in permitting students to demonstrate course outcomes. Assessment Criteria specific to each module and generic Grading Descriptors ensures a consistency of approach to assessment.

A range of assessment strategies is used: formal examinations; essays; group production projects; individual production projects; production simulations to deadline; individual journalistic writing assignments; written critical evaluations; student presentations and tutor observation of student performance in extended group projects.

On practical modules, whenever possible, assessments are integrated into the teaching and learning: extended production projects give scope for tutor guidance week by week. Considerable use is made of portfolio assessment in which group work and individual work for one module can be combined, often with a written critical evaluation which fosters reflective learning, reflective practice and links between theory and practice.

Care is taken by lecturers to try to ensure that all students engage in assessed group work (critiques). On such group assessments, individual student logs of activity are required and tutor observations of individual student contribution are recorded on assessment feedback sheets. Individual performance in-group work is formally recognized in the assessment criteria for group assessments.

On most individual assignments, and some group assignments, there is scope for negotiated briefs so that students' particular interests and favoured specialism can be accommodated. This increases student engagement and motivation and means that the course, while focusing on core skills, can appeal to students who have ambitions in particular specialties, for example, in digital photography or image manipulation.

## Part 7: Student Learning

### Description of Distinctive Features and Support

This degree programme prepares students for a range of career opportunities as professional creative practitioners working within the field of visual arts and allied fields as: photographers, image-makers/editors, digital imaging technicians, event photographers (including weddings and other social occasions), in publishing, journalism, public relations, advertising, design studios, teaching, media and broadcasting. The significance of the key relationship between practice and theory is foregrounded in the programme thus enabling the student to contextualise their photographic practice and research in relation to both historical frameworks and contemporary theoretical and cultural issues and debates.

Most of our graduates find employment in publishing companies, as the demand for professionally qualified photographers is very high particularly in Larnaca. Graduates will gain the ability to communicate information and justify their work, and be resourceful and independent learners, creative and inventive, as well as technical competence in a range of photographic techniques. They will also be able to articulate and comment upon underpinning photographic theory and concepts through writing and speech.

- Induction Programme for orientation and study skills
- Detailed student handbooks and module guides.
- Extensive specialist library.
- On-line learning resources, internet, intranet and email access.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Graduation development planning & Personal Academic Tutors
- Specialist equipment, resources, and technical and instructing staff for media production.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- Early Assessment to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice.
- Access to academic tutors and student advisors.

## Part 8: Reference Points and Benchmarks

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

- *Subject benchmarks:* Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations. The BA Honours programme in Photography has been written to take full account of the most recently published Benchmark Statements for Communication, Media, Film and Cultural studies (QAA 2008). The most recent iteration of the statement takes into account the subject's growth within the sector, and the contribution it makes to the creative industries. It also takes into account its contribution to entrepreneurial activities in a variety of forms. This Photography programme in particular addresses the need articulated in this statement for designers to be able to work in a global context, and also the wider responsibility of the subject towards social well being and concern for the environment.
- They allow for flexibility and innovation in programme design within an overall conceptual framework established by an academic subject community. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices.
- *University teaching and learning policies:* See above.
- *Staff research projects:* All members of the photography team are engaged in research and have a wide range of published work that informs the academic content of this programme. In addition, several members of staff are practising film-makers and photographers.
- *Employer interaction/feedback:* This is not designed as a vocational award.

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.