

## **BA Philosophy & Linguistics**

**UCAS code: QV15**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):  
Faculty of Arts and Humanities  
For students entering Part 1 in 2002  
Programme Director: Dr. E. Borg  
Programme Adviser: Dr. M. Garman  
Board of Studies: Philosophy and Linguistics  
Accreditation: Not appropriate

The University of Reading  
The University of Reading  
Philosophy, Linguistics  
Programme length: 3 years  
Date of specification: July 2002

### **Summary of programme aims**

Both Departments share the aims and objectives laid down for the Reading graduate in the University's Strategy for Teaching and Learning. The Philosophy part of the programme specifically aims to provide a grounding in the subject, enabling students to examine critically fundamental beliefs about truth and reality, right and wrong, to comprehend concepts essential for philosophical investigation, to develop an understanding of central philosophical problems, texts and figures, to develop an aptitude and enthusiasm for the subject, to engender a sense of belonging to a community of enquiry, and to prepare where appropriate for postgraduate study.

The Linguistics part of the programme aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of language; to provide students with the foundation skills for further independent study and research; and to equip them with a range of transferable skills of potential value to future employers.

### **Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

The programme for this degree will help students develop skills such as: presenting a coherent talk delivered from notes, producing concise and accurate written reports, the ability to critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate the student's own views. The Philosophy strand of the degree also encourages the ability to handle abstract ideas and utilise problem-solving skills. On completion of this programme, students should also have an appreciation of the principles of the scientific study of language; a knowledge of the nature of language, and an understanding of the role and significance of language in the individual and society; practical skills in the analysis of language; a range of transferable intellectual skills including the ability to synthesise, analyse and evaluate information and theoretical claims and to communicate effectively through written and oral reports to varied audiences; the ability to work independently and co-operatively; and an awareness and experience of the application of information technology to language studies, and basic computing skills.

### **Programme content**

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme advisor, to make 120 credits in each Part. The number of credits for each module is shown after its title.

Part 1 in the Philosophy programme introduces some major figures from the history of philosophy and introduces students to philosophical examinations of our most fundamental beliefs, for instance about truth and reality, or right and wrong. The Linguistics half of the programme introduces the basic concepts of communication by signs and locates human language and animal communication systems within a common framework, of ‘design features’. It goes on to introduce linguistics as the scientific study of language, and considers the relation of spoken language to its written forms and to sign language. It introduces students to the levels of linguistic analysis that relate to sound, grammar and meaning – this constitutes the ‘core’ of the discipline. It also introduces applications of linguistics, in the field of the individual’s acquisition, use and loss (through neurological impairment) of language abilities; and in the field of language in society, including how we address each other, accents, dialects and the standard language, linguistic politeness, attitudes to language, and language and gender, and language change. It supplements this grounding with a consideration of the development of linguistic thought, from Plato to Chomsky, and with a module that provides the opportunity for practical analysis sessions.

Part 2 in Philosophy provides students with the opportunity to explore the ideas and approaches emerging in Part 1 in greater depth, including a range of primarily historical courses (e.g. studying Classical Greek thought or the ideas of the British Empiricists) and more topic driven courses (e.g. studying theories of knowledge, or critical thinking and logic). In Linguistics, there is a core module that runs intensively in the Autumn term: this is optionally extended in separate modules for sound structure and grammar and meaning in the Spring and Summer terms. Running alongside these is an module in research methods training, and a wide range of option modules that allow students to explore further applications of linguistics, beyond the core.

Part 3 in Philosophy encourages increasing specialisation in the subject, allowing students to choose more advanced courses from an extremely wide range of options. Independent research is also encouraged through the provision of a compulsory dissertation at this level. Linguistics offers advanced-level modules in sound structure and grammar and meaning. It also builds on the research methods training with the dissertation module, which allows students to follow their particular interests in their own investigation. This, together with a further wide range of option modules, provides flexibility and the opportunity for specialisation in two-thirds of the credits in the final year.

Each Part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

### **Part 1 (three terms) Certificate Level**

**In Philosophy** students must acquire a minimum of 20, or a maximum of 60 credits, from the Philosophy modules below.

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1MW	Mind & World	20	C
PP1VV	Values & Virtues	20	C
PP1MR	Metaphysics & Religion	20	C

**In Linguistics** students must obtain 60 credits from the following modules:

*Compulsory modules*

**Autumn, Spring and Summer terms:**

LS1SG	Sounds, Grammar and Meaning	20	C
LS1IS	Language in the Individual & in Society	20	C

**Autumn term:**

LS1LM	Language & Mind	10	C
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**Spring term:**

LS1PS	Practical Skills	10	C
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To progress to the degree in Philosophy & Linguistics, students are required to take 120 credits at Part 1, of which 60 must be in Linguistics, made up of the modules above, and between 20 and 60 must be in Philosophy. Remaining credits may be made up of any combination of 10- and 20-credit modules offered in the university, subject to the requirement for Part 1 examination.

The examination of these modules will take place in weeks 5-7 of the Summer term, save for LS1LM which will be assessed by essay assignment over the Christmas vacation, and LS1PS which will be assessed by a practical assignment at the end of the Spring term.

**Part 2 (three terms) Intermediate Level**

**In Philosophy** students must acquire 60 credits from the list below (i.e. 3 modules).

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP2L	Logic and Critical Thinking	20	I
PP2PA	Plato & Aristotle	20	I
PP2EMP	Early Modern Philosophy	20	I
PP2MP	Moral Philosophy	20	I
PP2TK	Theory of Knowledge	20	I
PP2MIN	Philosophy of Mind	20	I

**In Linguistics**, students must follow the compulsory modules (40 credits) and choose from the list of optional modules (20 credits). Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

*Compulsory modules*

**Autumn term:**

LS2LG	Core Linguistics	20	I
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**Autumn, Spring and Summer terms:**

LS2RM	Research Methods	20	I
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*Optional modules totalling 20 credits:*

**Spring and Summer terms:**

LS2PP	Principles of Phonetics & Phonology	20	I
LS2PS	Principles of Syntax & Semantics	20	I

**Autumn term:**

LS2CL	Child Language Development	10	I
LS2CS	Computer-Based Corpus Studies	10	I

LS2DA	Discourse Analysis	10	I
LS2EG	English Grammar	10	I
LS2SL	Sociolinguistics	10	I

**Spring term:**

LS2EP	English Phonology	10	I
LS2FL	First Language Acquisition	10	I
LS2LT	Applied Linguistics & Language Teaching	10	I
LS2PY	Language Play	10	I
LS2VE	Varieties of English	10	I
LS2VC	Variation & Change	10	I

Students take 120 credits in Part 2, made up as indicated.

Of the 120 credits in Part 2, 5 are taken up by career management skills.

The examination of these modules will take place in weeks 5-7 of the Summer term, save that those modules running entirely in the Autumn term will be assessed by assignments to be completed over the Christmas vacation.

**Part 3 (three terms) Honours Level**

*Compulsory Module*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP3LSD	Joint Dissertation (20 credits in each Department)	40	H

**In Philosophy** students must acquire 40 credits from the modules listed below.

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

PP3A1	Aesthetics 1	20	H
PP3A2	Aesthetics 2	20	H
PP3CM1	Contemporary Moral Theory 1	20	H
PP3CM2	Contemporary Moral Theory 2	20	H
PP3CP1	Contemporary Political Theory 1	20	H
PP3CP2	Contemporary Political Theory 2	20	H
PP3M1	Metaphysics 1	20	H
PP3M2	Metaphysics 2	20	H
PP3ME1	Modern European Philosophy 1	20	H
PP3ME2	Modern European Philosophy 2	20	H
PP3LN1	Philosophy of Language 1	20	H
PP3LN2	Philosophy of Language 2	20	H
PP3LW1	Philosophy of Law 1	20	H
PP3LW2	Philosophy of Law 2	20	H
PP3R1	Philosophy of Religion 1	20	H
PP3R2	Philosophy of Religion 2	20	H
PP3NS	Philosophy of Natural Science	20	H
PP3SS	Philosophy of Social Science	20	H
PP3W1	The Earlier Philosophy of Wittgenstein	20	H
PP3W2	The Later Philosophy of Wittgenstein	20	H
PP3COG	The Philosophy of Cognition	20	H
PP3KAN	The Philosophy of Kant	20	H

**In Linguistics** students must follow the compulsory Dissertation module (40 credits, 20 credits to count on each half of the programme) and choose from the list of optional modules (40 credits). Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

*Optional modules totalling 20 credits:*

**Autumn and Spring terms:**

LS3AP	Advanced Phonetics & Phonology	20	H
LS3AS	Advanced Syntax & Semantics	20	H

**Autumn term:**

LS3MG	Aspects of Modern Greek	10	H
LS3CL	Child Language Development	10	H
LS3CS	Computer-Based Corpus Studies	10	H
LS3DA	Discourse Analysis	10	H
LS3EG	English Grammar	10	H
LS3IP	Issues in Phonetics & Phonology	10	H
LS3LP	Language Pathology	10	H
LS3NO	Aspects of Norwegian	10	H
LS3SL	Sociolinguistics	10	H
LS3TU	Typology & Universals	10	H

**Spring term:**

LS3AA	Linguistic Aspects of Aphasia	10	H
LS3EP	English Phonology	10	H
LS3FL	First Language Acquisition	10	H
LS3IS	Issues in Syntax & Semantics	10	H
LS3LT	Applied Linguistics & Language Teaching	10	H
LS3PL	Psycholinguistics	10	H
LS3PY	Language Play	10	H
LS3RT	Research Topics in English Grammar	10	H
LS3VE	Varieties of English	10	H
LS3VC	Variation & Change	10	H
LS3XP	Experimental Phonetics	10	H

Students take 120 credits in Part 3, made up as indicated.

The examination of these modules will take place in weeks 3-7 of the Summer term, save that those modules running entirely in the Autumn term will be assessed by assignments to be completed over the Christmas vacation.

**Progression requirements**

(a) To proceed from Part 1 to Part 2 a student should obtain 40% in one 20-credit Philosophy module and an average of 40% in Linguistics modules, and an overall average of 40% in 120 credits taken in the examination.

(b) To proceed from Part 2 to Part 3 a student should achieve an average of 40% in their Philosophy modules and an average of 40% in their Linguistics modules.

(c) In both cases a student should achieve not less than 30% in any modules except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

## Summary of teaching and assessment

Modules are taught by lectures, seminars and small group practical work. The Dissertation module additionally is supported by individual supervision. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

The University's honours classification is as follows:

<u>Mark:</u>	<u>Interpretation</u>
70%-100%	First class
60%-69%	Upper Second class
50%-59%	Lower Second class
40%-49%	Third class
35%-39%	Below Honours standard
0%-34%	Fail

## Admission requirements

No previous study of Philosophy or of Linguistics is required for admission.

All applicants are considered on their individual merits. Entrants to this programme are normally required to have obtained:

Grade C or better in Maths and English in GCSE; and achieved

UCAS Tariff : 280 points from 3 A2 and 1 A/S; or 260 points from 3 A2 levels.

Scottish highers: BBBB

International Baccalaureate: 30

Irish Leaving Certificate: BBBBC in 5 Higher Level subjects

IELTS Band 7 (or equivalent) will be required for those whose education has not been conducted in English

Two AS grades are accepted in place of one A-Level

*Mature Students:* Applications from mature students are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course, but each case is assessed on its relative merits. We recommend you contact an admissions tutor as soon as possible to discuss your individual circumstances.

*International Students:* Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications.

Admissions Tutor: Dr. P. Stratton-Lake

For admissions information from the Linguistics Department contact: [slals@reading.ac.uk](mailto:slals@reading.ac.uk).

## Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules

offered by the Institution-wide Language Programme. Student guidance and welfare support is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their Personal Tutors regularly to review their progress, and through the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the Philosophy Department, information and guidance is offered through the Part 1 Handbook, and the B.A Course Handbook (covering Parts 2 and 3). There is also a Part 1 co-ordinator and an Honours Course co-ordinator who can be consulted on module choices within each part of the programme. Finally, the Part-time Programme co-ordinator is available to assist with all issues relating to the Part-time course.

In Linguistics at Part 1, students receive an induction course in Academic Writing. Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Linguistics and Applied Language Studies, and a range of useful information including advice on note-taking in lectures, preparation of written work especially the dissertation, and dates of terms and examinations, and the University's procedure for assessment. Each Part of the programme has a Course Tutor to advise students on selection of modules, learning and assessment. Learning on core modules is supported by small group seminars. Learning is also supported by dedicated facilities in the School. The Corpus Facility has 6 networked PCs that are intended in the first instance for students researching corpora and databases, such as the British National Corpus and CoBUILD. We also have our own research corpora and databases, and these can be accessed from these machines. The facility uses the very latest software in language and speech analysis. Also available for students are word-processing and statistics, e-mail, and Internet access. Further PCs are located in the student common room for student use. The Speech Research Laboratory is well equipped with a wide range of instrumentation for the investigation of many aspects of speech, and the technical staff and phonetics lecturers are available to advise and help with its setting up and use. The Communication Disorders Centre includes a speech and language therapy clinic in the local NHS Trust, and provides students with opportunities for learning and research. There is also a Language Acquisition Laboratory, which provides an essential testing ground for linguistic theories.

### **Career prospects**

Over the years students who have followed the Philosophy programme have gone into jobs in both the public and private sectors. In the public sector, jobs include academic and academic related jobs (e.g. lectureships, administrative posts on research boards), and the civil service. In the private sector, recent jobs include working for computer firms and large finance and insurance companies. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the Philosophy graduate. Furthermore, a survey by the Royal Institute of Philosophy found that graduates with British Philosophy degrees consider their degree course to have been very relevant to their jobs, and report a very high level of job satisfaction.

Students graduating in Linguistics are equipped to enter a range of professions that obviously concern themselves with written or spoken language: for example, publishing, broadcasting, advertising and translating, as well as academic Linguistics. In some cases, further study and qualifications will be necessary, for which the programme forms an excellent foundation, as in teaching, including second and foreign language teaching, and speech and language therapy. More broadly, employers have come to recognise that graduates in Linguistics have the ability to organise complex data and to work in IT environments, and these are skills that are in demand in many types of employment that are not directly concerned with language.

### **Opportunities for study abroad or for placements**

The School of Linguistics & Applied Language Studies has exchange schemes under ERASMUS/SOCRATES with the following universities: Bergen, Groningen, Leuven, Siena, Toulouse le Mirail and Tübingen, and also has close academic links with universities in Barcelona, Padua, Venice, Oslo, Lund and Tromsø.

### **Educational aims of the programme**

The central aim of the **Philosophy** component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of philosophy. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest.

The programme in **Linguistics** aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of language; to develop students' skills in core areas of linguistics including phonetics, phonology, syntax and semantics; to allow students to develop their own interests in the applications of linguistics in a variety of areas; to provide students with the foundation skills for further independent study and research; and, by exposing students to a variety of learning experiences, to equip them with a range of transferable skills of potential value to future employers.

### **Programme Outcomes**

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



## Knowledge and Understanding

### A. Knowledge and understanding of:

#### Philosophy

- Key historical aspects of Philosophy
- An appreciation of philosophical ideas and approaches
- Awareness of philosophical terms and concepts
- Awareness of current research in the field and its direction.

#### Linguistics

Core areas, represented in 1-6:

1. the systems for the production and perception of human speech sounds
  2. the principles of phonological contrast and organisation of linguistic sound systems
  3. the principles of derivational and inflectional morphology
  4. the principles for determining syntactic constituents and their inter-relations
  5. the principles of semantic contrast, and the role of sense, reference and denotation
  6. the principles of pragmatics, including speech acts, entailment and presupposition
- Additionally,
7. a wide range of specialist areas in which linguistic principles are applied

### Teaching/learning methods and strategies

#### Philosophy

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

#### Assessment

Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results of written unseen exams.

#### Linguistics

1-6 are achieved through Part 1 module *Sounds, Grammar and Meaning* and Part 2 module *Core Linguistics*, by lectures and small group seminars. Additionally, small group phonetics practical sessions focus on 1. Further knowledge and understanding in areas 1-6 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 7 is achieved through Part 1 module *Language in the Individual & Society*, by lectures and small group seminars, and through further Part 2 and 3 option modules, by lectures and guided assignments.

#### Assessment

1-7 are assessed by coursework and written examination; 1 is additionally assessed by oral examination. Dissertation and oral presentations also contribute in core and applied areas.

## Skills and other attributes

### B. Intellectual skills – able to:

#### Philosophy

- critically read, comprehend and evaluate a large range of philosophical texts
- synthesise information from a range of sources, providing a coherent overview of positions in logical space
- analyse the logical construction of arguments
- produce and defend positions in response to critical pressure

#### Linguistics

1. think logically
2. analyse and solve problems
3. operationalise abstract concepts for testing of hypotheses
4. assimilate rapidly-evolving concepts and models of language
5. generalise knowledge and methods from one area of study to others
6. plan, carry out and present an extended independent investigation of a research topic

### Teaching/learning methods and strategies

#### Philosophy

As above, plus: self-directed learning facilitated through the use of research-based teaching materials and methods, and logical exercises.

#### Assessment

Guidance on student progress is given by feedback on coursework essays and seminar presentations, plus discussion in supervisor-led small groups and seminars. Logical exercises will also be evaluated in the Logic & Critical Thinking module. The module grade is determined by the results of written unseen exams.

#### Linguistics

1-2 are achieved through demonstration and example in all lectures and small group seminars; additionally, through language practicals at Parts 1 and 2, and the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

3 is achieved mainly through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

4 is achieved through the progression of concepts particularly in the modules *Sounds, Grammar and Meaning* at Part 1 and *Core Linguistics* at Part 2; further opportunities are offered through option modules, especially those in core and applied areas at Part 3.

5 is achieved through the combination of core and applied modules at Parts 1, 2 and 3.

6. is achieved through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

#### Assessment

1-5 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 6 is assessed through small-scale and subsequent larger project work, respectively, in the modules *Research Methods*, and the *Dissertation*.

**C. Practical skills – able to:**

**Philosophy**

- present a coherent talk delivered from notes
- produce concise and accurate written reports
- critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own.
- utilise problem-solving skills

**Linguistics**

1. perceive, produce and transcribe a full range of sounds produced by the human vocal tract
2. analyse an unknown language at all levels of linguistic organisation
3. identify patterns in complex linguistic data and account for them in terms of appropriate levels of representation and generative rules
4. address and assemble the information contained in modern electronic linguistic corpora
5. run appropriate statistical tests on numerical data

**Teaching/learning methods and strategies**

**Philosophy**

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

*Assessment*

Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results of written unseen exams, or assessed coursework where relevant.

**Linguistics**

1 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.

2-3 are achieved through small group language practical sessions at Parts 2 and 3 which exercise field linguistic techniques, based on lectures on the core areas of language structure and function; also, through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

4 is achieved through introductory sessions and assignment in the module *Research Methods*, and through the option module *Computer-Based Corpus Studies*.

5 is achieved through the Part 2 module *Research Methods*

*Assessment*

1 is assessed by oral examination.

2-5 are assessed by assignment;

3-4 are additionally assessable by written examination, and 5 by evaluation of the *Dissertation*

**D. Transferable skills – able to:**

**Philosophy**

- manage time effectively and prioritise workloads
- communicate effectively with a wide range of individuals using a wide range of means
- evaluate his/her own performance, and recognise the steps required for improvement.
- Utilise problem-solving skills in a variety of theoretical and more practical situations.
- use some IT skills, e.g. word processing and e-mail

**Linguistics**

1. use IT (word processing, using standard and statistical software)
2. define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
3. give oral presentations
4. work as part of a team
5. use library resources
6. manage time
7. formulate and implement career plans

**Teaching/learning methods and strategies**

**Philosophy**

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

*Assessment*

Coursework; written unseen exams; seminar presentations.

**Linguistics**

1-6 are achieved through the Part 2 module

*Research Methods*

2, 5 and 6 are additionally achieved through the *Dissertation*

3 is additionally achieved in a number of option modules, and in the *Second Year Conference*

5 and 6 are also required for successful execution of assignments throughout the programme

7 is achieved through the 5-credit Part 2 distributed module *Career Management Skills*

*Assessment*

1 is assessed by coursework and is also assessable in the *Dissertation*

2 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module *Research Methods*, and in the *Dissertation*

3 is assessed by staff observation and contributes to coursework on relevant modules

4-6 are not specifically assessed but contribute to success in forms of assessment generally

7 is assessed by three equally weighted assignments

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect 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 each module can be found in module and programme handbooks.