

BA Philosophy and English Part-time (Evening)

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Philosophy, English
Faculty of Arts and Humanities	Programme length: 5-7 years
For students entering Part 1 in 2002	Date of specification: 1 April 2003
Programme Director: Dr. S. Glendinning	
Programme Adviser: Mr C.B.Hardman	
Board of Studies: Philosophy and English	
Accreditation: Not appropriate	

Summary of programme aims

Philosophy aims to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. The combined programme allows students to study in depth some aspects of Philosophy in which they have greater interest and to develop their aptitude for Philosophy. It also aims to engender a sense of belonging to a community of enquiry, and encourage intellectual development. Finally, it aims to prepare students, where appropriate, for possible postgraduate study and to provide a supportive learning environment with full access to welfare, pastoral and careers support

The English part of the programme aims to provide students with knowledge of a variety of different kinds of literary, cultural and historical texts from a range of periods, as well as perspectives on different methods of critical analysis. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both disciplines. There is provision for the development of a students' specific interests through independent study for the dissertation.

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.

Students on the English part of this programme are also expected to have gained experience and show competence in the following transferable skills: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, and to work co-operatively with others.

Programme content

Part-time degree programmes, like full-time programmes, are made up of study elements called *modules*. The size of a module is measured in terms of *credits*, a credit entails a notional 10 hours of study. For a full-time programme each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits (for example dissertations are often 40 credits in size).

Modules are offered at one of three levels. In ascending order these are:

Certificate (C) level

Intermediate (I) level

Honours (H) level

All part-time degree programmes entail study of modules totalling a minimum of 360 credits.

Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

Certificate level (C) 100 credits minimum

Intermediate level (I) 100 credits minimum

Honours level (H) 100 credits minimum

Part-time programmes are divided into two sections:

Part 1 involves studying modules totalling at least 80 credits and no more than 120 Certificate level credits (120 credits are equivalent to one year of full-time study), then listing the Part 1 Examination in order to preview to the remainder of the degree.

Post-Part I, where students take the remaining modules needed to complete their degree programme.

Students must take at C level those modules required for progression to one or more degree subjects, but may take individual modules from any available programme to make up the necessary minimum total of 100 credits at C level.

Of the 100 or more credits taken at I level, 5 are taken up with Career Management Skills. Students must complete at least 80 credits at I level before they can proceed to study any H level modules.

The content of this particular degree programme is:

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.

Level I modules 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.

Level H 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.

Part 1 of the English degree introduces students to debate about approaches to the study of literature, through close study of selected texts from a number of different periods. Level I modules provide greater breadth of coverage, and study texts within historical periods and generic traditions. At Level H students have the opportunity of more specialized and independent literary study, choosing their modules from a wide range of options.

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 English students must take the following 60 credits:

Part 1 60 credits	<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>		
CD1EL1 <i>The Comic Mode</i>	20	C
EN1EL1 <i>The Comic Mode: Independent Study</i>	10	C
CD1EL2 <i>The Tragic Mode</i>	20	C
EN1EL2 <i>The Tragic Mode: Independent Study</i>	10	C

Intermediate and Higher Levels *Credits Level*

In Philosophy the Post-Part 1 programme is delivered on a rolling basis over a four-year cycle. Two full compulsory modules and at least one full optional module will be offered each year.

The following modules are available at Intermediate (I) and Honours (H) Levels:

I level modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP2LCE	Logic and Critical Thinking	20	I
PP2PAE	Plato & Aristotle	20	I
PP2EME	Early Modern Philosophy	20	I
PP2MPE	Moral Philosophy	20	I
PP2TKE	Theory of Knowledge	20	I
PP2MIE	Philosophy of Mind	20	I

Students must take at least **three** of the above modules

H level modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP3A1E	Aesthetics 1	20	H
PP3A2E	Aesthetics 2	20	H
PP3C1E	Contemporary Moral Theory 1	20	H
PP3C2E	Contemporary Moral Theory 2	20	H
PP3P1E	Contemporary Political Theory 1	20	H
PP3P2E	Contemporary Political Theory 2	20	H
PP3M1E	Metaphysics 1	20	H
PP3M2E	Metaphysics 2	20	H
PP3E1E	Modern European Philosophy 1	20	H
PP3E2E	Modern European Philosophy 2	20	H
PP3L1E	Philosophy of Language 1	20	H
PP3L2E	Philosophy of Language 2	20	H
PP3J1E	Philosophy of Law 1	20	H
PP3J2E	Philosophy of Law 2	20	H
PP3R1E	Philosophy of Religion 1	20	H
PP3R2E	Philosophy of Religion 2	20	H
PP3N1E	Philosophy of Natural Science	20	H
PP3S1E	Philosophy of Social Science	20	H
PP3W1E	The Earlier Philosophy of Wittgenstein	20	H
PP3W2E	The Later Philosophy of Wittgenstein	20	H
PP3CGE	The Philosophy of Cognition	20	H
PP3KAE	The Philosophy of Kant	20	H
PP3DIS	Dissertation Option	40	H

Students must take at least **three** of the above modules.

In English modules will be available in the evening on a four-year cycle. Students must select at least three of their modules from those marked with an asterisk.

Year 1

Autumn Term

EN2PS	<i>Shakespeare*</i>	20	I
EN2PRI	<i>Romantics to Decadents</i>	20	I

Spring Term

EN2PAI	<i>Writing America 1</i>	20	I
EN2PCN	<i>Chaucer and Medieval Narrative*</i>	20	I

Year 2

Autumn Term

EN2PNC	<i>Nineteenth Century Novel</i>	20	I
EN2PM1	<i>Modernity and Cultural Crisis</i>	20	I

Spring Term

EN2PRT	<i>Renaissance Texts and Cultures*</i>	20	I
EN2PNF	<i>Film Narrative</i>	20	I

Year 3

Autumn Term

EN2PRR	<i>Restoration to Romantics*</i>	20	I
EN2PS	<i>Shakespeare*</i>	20	I

Spring Term

EN2PRE	<i>English Renaissance Epic*</i>	20	I
EN2PR2	<i>Romantics to Decadents 2</i>	20	I

Year 4

Autumn Term

EN2PLC	<i>Literary Criticism and Theory</i>	20	I
EN2PMD	<i>Modern Drama</i>	20	I

Spring Term

EN2PM2	<i>Modernity and Cultural Crisis 2</i>	20	I
EN2PLV	<i>Lyric Voices 1340-1650*</i>	20	I

Higher Level

Credits Level

Compulsory

EN3PDS	<i>Dissertation</i>	40	H
--------	---------------------	----	---

In addition, students choose optional 20 credit modules to make the necessary total credits required. At least two modules will be offered in the evening per term.

Optional modules: (NB. Not all these options will necessarily be available in the evening on a five-year cycle. Admission to optional modules will be at the discretion of the Programme Director.)

EN3PAA	<i>African American Literature</i>	20	H
EN3PAF	<i>American Fiction: Chopin to Carver</i>	20	H
EN3PAP	<i>American Poetry: Bishop to Dove</i>	20	H
EN3PCD	<i>Contemporary Drama</i>	20	H
EN3CF	<i>Contemporary Fiction</i>	20	H
EN3PCL	<i>Children's Literature</i>	20	H
EN3PCW	<i>Canadian Women's Fiction</i>	20	H
EN3PDD	<i>Decadence and Degeneration: Literature of the 1890s</i>	20	H
EN3PDF	<i>Detective Fiction</i>	20	H
EN3PDC	<i>Dickens</i>	20	H
EN3PEM	<i>'For Profit and Delight': Early Modern Poetry Collections</i>	20	H
EN3PET	<i>Elizabethan Travel Writing</i>	20	H
EN3PFS	<i>Further Spenser Studies</i>	20	H
EN3PGG	<i>Grotesque to Gothic: Body Text and Audience 1680-1800</i>	20	H
EN3PHJ	<i>Henry James</i>	20	H

EN3PHP	<i>Harold Pinter</i>	20	H
EN3PJA	<i>Jane Austen and her Contemporaries</i>	20	H
EN3PJF	<i>Jewish American Fiction</i>	20	H
EN3PC1	<i>Topics in Literary Theory and Criticism 1</i>	20	H
EN3PC2	<i>Topics in Literary Theory and Criticism 2</i>	20	H
EN3PLP	<i>Literature and Psychoanalysis</i>	20	H
EN3PLT	<i>Irish Literature of 'The Troubles'</i>	20	H
EN3PMA	<i>Margaret Atwood</i>	20	H
EN3PMD	<i>Medieval Dream Narrative</i>	20	H
EN3PID	<i>Modern Irish Drama</i>	20	H
EN3PMP	<i>Modern Poetry: Larkin to Muldoon</i>	20	H
EN3PM	<i>Marvell, Poetry and Politics in the Mid-17th Century</i>	20	H
EN3POE	<i>Introduction to Old English Literature</i>	20	H
EN3PE2	<i>Old English 2</i>	20	H
EN3PPC	<i>Popular Culture in Early Modern England</i>	20	H
EN3PPR	<i>Pre-Raphaelitism</i>	20	H
EN3PRD	<i>Renaissance Drama</i>	20	H
EN3PRW	<i>Renaissance Women Writing</i>	20	H
EN3PSB	<i>Samuel Beckett</i>	20	H
EN3PSF	<i>British Science Fiction</i>	20	H
EN3PSG	<i>Shakespeare and Gender</i>	20	H
EN3PSH	<i>Shakespeare and History</i>	20	H
EN3PSR	<i>Shakespeare and Romance</i>	20	H
EN3PSI	<i>The American South: Image and Representation</i>	20	H
EN3PSJ	<i>Samuel Johnson</i>	20	H
EN3PSN	<i>Victorian Sensation and Popular Fiction</i>	20	H
EN3PTH	<i>Thomas Hardy</i>	20	H
EN3PTC	<i>From Troy to Camelot: Medieval Romance</i>	20	H
EN3PTV	<i>Television, Literature and Popular Culture</i>	20	H
EN3PTP	<i>Television Police Drama</i>	20	H
EN3PWR	<i>Wordsworth</i>	20	H
EN3PWP	<i>War Poetry: from the Crimean to World War 2</i>	20	H
EN3PW1	<i>Women's Writing and Feminist Theory 1</i>	20	H
EN3PW2	<i>Women's Writing and Feminist Theory 2</i>	20	H
EN3PYJ	<i>Yeats and Joyce</i>	20	H

Progression requirements

The structure of part-time degrees is that students first of all take the degree subject(s) they want to study at Certificate level. The subject(s) form Part 1 of the programme. Part 1 must contain at least 80 credits, so that, if the modules for a student's chosen subject (s) add up to less than 80 credits, an additional module or two will need to be taken to achieve that total.

There is a Part 1 Examination in May or June, which students have to pass in order to go on to their degree choice at Intermediate and Honours levels.

To proceed from Part 1 students must have passed modules totalling at least 80 credits at Certificate level and must also have passed those modules required for progression to their chosen degree, with a minimum mark of 40%. To pass the Part 1 Examination a student must have a minimum average of 40% in at least 80 credits and not less than 30% in any individual module. Students who do not qualify to proceed from Part 1 at the first attempt may re-sit the required modules in a re-examination held in September.

Students must complete at least 80 credits at I level before they can proceed to any module at level H.

Re-examinations for C, I and H level modules are held annually in September.

Students who do not qualify for a degree will be entitled to the following qualification provided they have obtained the minimum number of credits indicated:

Certificate of Higher Education	100 credits at levels C and 20 credits at any level.
Diploma of Higher Education	240 credits, with at least 100 credits at I level or above.

The specific progression requirements for this programme are as follows:

(a) To proceed from Part 1 a student should achieve an average of 40% in Philosophy modules taken and 40% in each English module, and an overall average of 40% in the credits taken in the examination with not less than 30% in any module.

Summary of teaching and assessment

Philosophy teaching within this programme combines lectures, small group seminars and supervisions, with appropriate visual aides and course materials being provided throughout. The final assessment for all Philosophy modules in Part 1 and Part 2 is by unseen examination. In Part 3, final assessment for some modules is by a combination of assessed coursework and unseen examination; while for others it is by unseen examination only (see BA Course Handbook for further information on which modules fall into which category). Formative assessment, for guidance purposes, also includes written work (essays of 1,500 word length in Part 1, essays of 2,000 word length in Parts 2 and 3), oral presentations and performance in small group seminars. Teaching within this programme combines lectures, small group seminars and supervisions, with appropriate visual aides and course materials being provided throughout. The final assessment for all Philosophy modules in Part 1 and Part 2 is by unseen examination. In Part 3, final assessment for some modules is by a combination of assessed coursework and unseen examination; while for others it is by unseen examination only (see BA Course Handbook for further information on which modules fall into which category). Formative assessment, for guidance purposes, also includes written work (essays of 1,500 word length in Part 1, essays of 2,000 word length in Parts 2 and 3), oral presentations and performance in small group seminars.

Teaching in English is through seminars, lectures and essay tutorials. In addition the Dissertation module is supported by workshops and individual supervision. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.

The conventions for classification are included in the Programme Handbook, but you should note that the 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

All applicants to this programme are considered on their individual merits. Candidates will usually be expected to have at least a C at A Level English Literature, or to have equivalent qualifications. Consideration is also given to applicants with other qualifications and experience and in some cases these may supersede more formal requirements.

No previous study of Philosophy is required for admission.

Admissions Tutor: Dr S Glendinning

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 by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, and the Students' Union.

Within the Philosophy Department, information and guidance is offered through departmental handbooks as well as consultation with the Part-Time Degree Co-ordinator. Help is offered with such things as note-taking and essay writing, and feedback on written work and oral presentations is given on a one-to-one basis and in small groups.

Students in the School of English and American Literature receive a Handbook which gives details of the Programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Skills Advisor and the Counselling Service. The English programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the tutor system and the University's Personal and Academic Record (PAR) Scheme. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the School of English, p students. A video-viewing suite is available within the Faculty. The Library is well-stocked with printed materials as well as essential electronic databases on-line and on CD ROM, such as the OED, the MLA Bibliography, and JSTOR. Specialist subject librarians are available to give students advice and guidance to library resources.

There is also a Faculty Co-ordinator for Part-Time Degrees to provide help and information on administrative matters concerning the part-time degree.

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.

Many part-time students in English already have careers and some are retired. In recent years students who have gained an English degree from Reading have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. A part-time English degree provides graduates with a range of communication and analytical skills that will serve them in good stead in improving their prospects in their existing careers or in seeking a new career. Many part-time graduates have gone on to further academic study and research.

Opportunities for study abroad or for placements

There are not normally any opportunities for part-time students on this programme to spend a period studying abroad but those who think they might like to do so should consult the Programme Director

Educational aims of the programme

The aims and learning outcomes in Philosophy for the programme are as follows:

- to give students an understanding of central philosophical principles, concepts, problems, texts and figures
- to enable Combined Honours students to study Philosophy alongside another discipline
- to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experiences at each new level
- to require students to study in more depth some aspects of Philosophy in which they have a greater interest
- to develop students' aptitude for Philosophy, engender a sense of belonging to a community of enquiry, encourage intellectual development and prepare students, where appropriate, for possible postgraduate study
- to provide a supportive learning environment with full access to welfare, pastoral and careers support
- to broaden access by providing a part-time mode of study.

The English programme aims to develop students' knowledge and understanding of a wide variety of literary texts, and to promote an informed and self-reflective awareness of procedures of critical analysis.

Programme Outcomes

The central *outcome* of the Philosophy component of the programme is the ability to do, and not just to read, Philosophy.

On successful completion of a combined honours part-time BA programme, students will have, to extent permitted by that programme:

- gained a knowledge and understanding of some of the main areas of Philosophy and of the views of some of the great figures in the history of Philosophy

- gained a deeper appreciation of particular issues in Philosophy, and at the forefront of philosophical debate, through studying a range of units informed by the research interests and professional activities of staff
- acquired the abilities to think clearly and reason logically, critically to evaluate arguments, and to question the assumptions of any given viewpoint
- acquired transferable skills of use in a wide variety of employment, thus enhancing their career opportunities
- developed the skills necessary to pursue academic research or further study.

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:	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 1. Literary texts in English from selected periods between the Middle Ages and the present day 2. A range of kinds of texts including fiction, poetry and drama 3. Methods of critical textual analysis 4. Ways in which social, cultural and historical issues relate to texts 5. A range of approaches in English studies 6. Selected special fields of English 7. The main areas of Philosophy and of the views of great figures in the history of Philosophy 8. Particular issues in Philosophy, and at the forefront of philosophical debate reflecting the research interests and professional activities of staff 	<p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Part 1 offers a broad introduction to 1, 2, 3, 4, 5 and 7. At Level I the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4 and 7 through seminars, lectures, individual feedback and in Philosophy through tutorials. Level H introduces more specialized study, particularly in relation to 3, 5, 6 and 8, through a choice of seminar-based modules (and in Philosophy through additional tutorials) together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i></p> <p>In Part 1 and at Level I, knowledge and understanding of 1 – 5 and 7 are tested through a combination of essays and unseen written examinations. At Level H, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.</p>

Skills and other attributes

B. Intellectual skills :

1. Capacity for independent analysis and research
2. Identification of problems and issues
3. The ability to read closely and critically
4. An ability to reflect on one's own positions
5. The ability to think clearly and reason logically
6. The capacity to critically evaluate arguments and to question assumptions of any given viewpoint

Teaching/learning methods and strategies

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3, 5 and 6) and essay feedback through tutorials (2, 3, 4, 5 and 6).

Assessment

1 – 3, 5 and 6 are assessed both formatively in coursework essays, and summatively in essays and unseen exams. 1- 6 are assessed formatively through seminar discussion and essay feedback and tutorials.

C. Practical skills:

1. The ability to criticize and formulate interpretations of texts
2. An ability to engage in critical argument using relevant theoretical approaches
3. An awareness of the rhetorical resources of the English language
4. Bibliographical and research skills
5. A knowledge of appropriate conventions in the presentation of written work
6. An ability to relate the study of English to cultural and social issues
7. An ability to criticize and formulate philosophical arguments

Teaching/learning methods and strategies

1 – 3, 6 and 7 are developed in seminars, essays and essay tutorials. 2, 4, 5 and 7 are developed through essays, essay feedback and dissertation guidance and supervision.

Assessment

All the subject specific practical skills are assessed through formative and summative essays. 1 – 3, 6 and 7 are also tested in unseen examinations.

D. Transferable skills:

1. Fluency in written and oral communication
2. The ability to formulate and present arguments
3. Assessing the merits of competing approaches
4. The ability to translate subject-specific knowledge and skills into other environments
5. The ability to find and use relevant information resources
6. Time-management skills
7. A creative approach to problem-solving
8. Group and interpersonal skills
9. An ability to self-evaluate and self-reflect
10. Use of information technology, especially word-processing
11. the opportunity to develop skills relating to career management

Teaching/learning methods and strategies

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and unseen examinations (1 – 9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10). 11 is developed through the Careers Management Skills component at Level I.

Assessment

1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials. 11 is assessed summatively through exercises.

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.