



Course Handbook
BA (Hons) Liberal Arts
2019/20
Course Leader: Keith Vernon
School of Humanities and Social Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

COURSE SUBJECT TO CHANGE

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

*subject to reapproval

Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

Welcome to the BA (Hons) Liberal Arts at the University of Central Lancashire. This course aims to make a wide range of learning opportunities in Humanities and Social Science disciplines available to students who will be able to combine subjects, topics and themes according to their own interests and academic strengths. As a Liberal Arts student you will be able to build an academic programme that reflects your own needs and ambitions. You will be working towards a degree qualification with a well-established and globally-recognised identity which is becoming increasingly popular in the UK. The BA Liberal Arts is available for degree-level (level four) entry, and, for student who do not yet meet the requirements for degree-level study, also available for foundation-level (level three) entry, as a progression option from the UCLan the BA (Hons) Humanities and Social Sciences (Foundation Entry) programme (for further information see section 2.2 below and Appendix 2. Exactly where your Liberal Arts degree takes you is to a large extent up to you. However, assistance will be available from the course team to guide you to your goals every step of the way.

1.1 Rationale, aims and learning outcomes of the course

The BA (Hons) Liberal Arts incorporates modules from a very wide range of Humanities and Social Science Disciplines. The course has the following aims:

To provide an intellectually stimulating, rigorous and supportive teaching and learning environment that will develop the academic potential of students from all social and educational backgrounds

To systematically develop students' knowledge and understanding of relevant humanities and social science disciplines and of the importance of those disciplines for social, civil and political life

To develop students' capacities for independent intellectual inquiry, and to create opportunities for the critical evaluation of the role of influential ideas, discourses, institutions and decision-making processes in a multidisciplinary and comparative academic context

To develop students' appreciation of, and expertise in using, primary and secondary sources of evidence

To ensure that students benefit from teaching that is informed by research and scholarship - and hence to encourage teaching and learning based on the various research interests that exist among the course team

To provide opportunities for learning in an international context through language learning and the year abroad

To enhance students' employability by fostering the development of such distinctive graduate attributes as: intellectual honesty, open-mindedness, consistency and

rigour, attention to detail, clarity of thought and expression, willingness to critically re-examine established beliefs, commitment to reasoned argument

On successful completion of this course you will graduate with the degree of:

BA (Hons) Liberal Arts

1.2 Course Team

Name	Email	Phone	Office	Role
Peter Lucas	Plucas1@uclan.ac.uk	(01772) (89)2548	Livesey House 120	Module Leader CS1000
Theresa Saxon	Tsaxon@uclan.ac.uk	(01772) (89)3031	Livesey House 211	Module Leader CS2000
Keith Vernon	Kvernon@uclan.ac.uk	(01772) (89)3052	Livesey House 318	Course Leader, Module Leader CS3000

1.3 Expertise of staff

Peter Lucas is Principal Lecturer and Course Leader in Philosophy in the School of Humanities and Social Sciences. Peter's current teaching interests span metaphysics, epistemology, philosophy of science, philosophy of education and modern European philosophy. He has published in the areas of modern European philosophy, philosophy of the social sciences, philosophy of education and bioethics. He is the author of *Ethics and Self-Knowledge: Respect for Self-Interpreting Agents* (Springer, 2011).

Theresa Saxon is a Recruitment and Resources Manager and Academic Development lead in the School of Humanities and Social Sciences. Theresa's research interests are in theatre history and literary culture. She is the author of *American Theatre: History, Content, Form* (Edinburgh University Press, 2011).

Keith Vernon is Principal Lecturer in History in the School of Humanities and Social Science. He teaches modules on the history of Britain in the nineteenth and twentieth centuries and runs the work placement in History. He researches and publishes on various aspects of the history of higher education in Britain with particular interest in the relationships between universities and their communities. He has involved in a range of community engagement projects in History and convenes the university's Heritage Network.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Campus Admin Services provide academic administration support for students and staff and are located in the following general administrative offices known as 'hubs', which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Harris Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Harris Hub

Telephone: 01772 891996/891997

email: HarrisHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

On enrolment you will be allocated a UCLan email address. Your UCLan email is the preferred route for communication with the course team. Tutors will standardly contact students by email, and email is often the best way to contact tutors. You can also contact staff by phone if this is more convenient. We aim to respond to all student emails with reasonable promptness. If the matter is urgent or is becoming urgent you can also contact the Course Leader. Tutors have regular office hours (which will vary according to their individual working commitments) when they can be contacted in their offices - see relevant module information packs for details. Formal communications from the University will usually be by post to your registered term-time address.

1.7 External Examiner

The University has appointed an External Examiner for this course who helps ensure that the standards on the course are comparable to those at other higher education institutions in the UK. The name of the External Examiner, their position and home institution can be found below. If you wish to make contact with the External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to student reps at Staff-student liaison meetings. A sample of student work will be sent to the external examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. The current external examiner for this course is: TBC



2. Structure of the course

2.1 Overall structure

The course is standardly completed in three years of full time study, though that will extend to four years for students taking advantage of the overseas placement opportunity.

The course is also available to study part-time. If studying part-time the completion period will be consistent with studying between two and four modules per year (as opposed to the six modules per year you would take as a full-time student)

Liberal Arts students may take advantage of a number of Study Abroad schemes operated by the University to spend a year, or a semester, studying abroad. If taken up during your second year, you can study abroad and have the academic credits gained counts towards your progression to year three (though note that in this case your final degree classification will be based on your academic performance in your third year). In addition, students with the requisite language skills (at a minimum, successful completion of level 4 and level 5 modules in a relevant language), will be eligible for consideration for the Year Abroad scheme operated by the School of Languages and Global Studies. As a first step, students interested in these options should discuss them with their Academic Advisor during the course of the first semester of their first year.

The structure of the course has been designed to provide maximum choice between the modules available, while ensuring that your first year studies properly prepare you for study in your chosen disciplines in years two and three.

You will study six modules at each level (4, 5 & 6).

At each level, one of those modules will be a compulsory Liberal Arts module (CS1000 level 4, CS2000 level 5, CS3000 level 6).

The remaining five module places will be taken up by your choice of options (list follows below).

In addition to the specified options, up to two modules places per year may be filled by “elective” modules at each level, drawn from:

Modern Languages Electives (list follows below)

(Languages can be studied at beginner, intermediate and advanced levels. In order to access the higher-level language modules it is necessary to take and pass the lower-level modules (unless you have accredited prior learning for the relevant language at the lower levels))

Elective modules offered by the UCLan Centre for Volunteering and Community Leadership (list follows below)

(Elective modules from the Centre for Volunteering and Community Leadership can be accessed at any appropriate level, timetabling permitting).

Elective modules not specifically designated for Liberal Arts, offered by contributing Humanities and Social Science subjects only, to contribute to a maximum of three modules in any given subject per year.

With respect to non-elective options: in order to progress to optional modules at levels 5 and 6 in a subject it is necessary to pass the level 4 “gateway” module in that subject. Note however that:

It is not necessary to pass the gateway module to study level 4 options in that subject.

For English Language and Linguistics, the gateway module will be *either* LG1220 *or* LG1104

For French and German the relevant gateway modules will be *either* FR1001 / GM1001 (for students without A levels in the relevant language) *or* FR1000 / GM1006 (for students with A level in the language)

Students wishing to obtain the TESOL Trinity Certificate must take BOTH EF1600 and EF1650. Otherwise, EF1600 is the Gateway for TESOL

Up to five gateway modules can thus be studied during your first year. Additionally, you may study a further level 4 gateway module during year two, timetable permitting.

The following diagram captures the above points. It assumes that you are studying full-time. Part-time students will also find the diagram relevant but should note that they will progress through levels at a rate consistent with studying two to four modules per year.

Level 4 (Year 1)	Compulsory module CS1000	Gateway module subject A	Gateway module subject B	Gateway module subject C	Gateway module subject D	Gateway module subject E
		<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
		Other level 4 option	Other level 4 option	Other level 4 option	Other level 4 option	Other level 4 option
					<i>or</i>	<i>or</i>
					Level 4 elective	Level 4 elective
Level 5 (Year 2)	Compulsory module CS2000	Level 5 option from subjects A-E	Level 5 option from subjects A-E	Level 5 option from subjects A-E	Level 5 option from subjects A-E	Level 5 option from subjects A-E
		<i>or</i>			<i>or</i>	<i>or</i>
		Level 4 gateway module subject F			Level 5 elective	Level 5 elective
(Year 3)	Potential overseas placement year (for students with appropriate language learning up to minimum level 5 in a relevant language)					

Level 6 Year 3 (4)	Compulsory module	Level 6 option from subjects A-F	Level 6 option from subjects A-F	Level 6 option from subjects A-F	Level 6 option from subjects A-F	Level 6 option from subjects A-F
	CS3000					
					<i>or</i>	<i>or</i>
					Level 6 elective	Level 6 elective

Modules may fall in either semester 1 or semester 2 (or, rarely in both). You should plan to take three modules in each semester. In exceptional cases you may be allowed to choose a 2-4 or a 4-2 balance, but if you want to do this you should discuss it with your Academic Advisor.

Timetabling is arranged to ensure that a very wide range of subject and module combinations will be possible. However, we cannot guarantee that every possible subject and module combination will be available. You will be guided through your module choices by your Academic Advisor in Welcome Week (first year), and in timetabled “Progression” sessions (subsequent years). We will work with you to ensure that wherever possible you are able to study the subject combinations you prefer.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Please see the attached programme specification for a comprehensive list of the modules available at each level. Please see your Academic Advisor if you require further information in any of the modules listed.

Further information on elective modules and how to register for them can be found here: <https://www.uclan.ac.uk/students/study/electives.php>

Compulsory modules:

Level / year	Module code	Title
Level 4 (year one)	CS1000	Introduction to Liberal Arts
Level 5 (year two)	CS2000	Extended Essay
Level 6 (year three)	CS3000	Personal Development and employability

Optional modules:

Level 4 (year one) - "G" = gateway module

Module code Title

PO1101	Power, Politics and the State G - Politics
HY1101	Understanding History G – History
CW1001	Introduction to Creative Writing G - Creative Writing
EN1214	History of English Literature G - English Literature
FI1401	Critical Approaches to Cinema G - Film and Media
LG1104	Language and Communication G - English Language and Linguistics - see note above
LG1220	Introduction to English Syntax and Phonology G - English Language and Linguistics - see note above
SO1116	Sociological Ways of Thinking G- Sociology
PI1118	Knowledge and Freedom G - Philosophy
RB1334	Understanding Religion & Belief G - Religion, Culture and Society
FR1001	Ab Initio French (double module) G - French, if lacking A level
FR1000	Introduction to French Studies G - French - with A level
GM1001	Ab Initio German (double module) G - German - if lacking A level
GM1006	Introduction to German Studies G - with A level
EF1600	TESOL core 1a G - TESOL - Both EF1600 and EF1650 are required for Trinity Certificate
EF1650	TESOL core 1b G TESOL - Both EF1600 and EF1650 are required for Trinity Certificate
PO1109	Global Politics
HY1123	Public History
CW1002	Writing Identities
EN1218	The War Against Cliché: Literature, Criticism and Practice
FI1013	American Cinema
SO1115	Youth, Identity and Difference
PI1119	Problems in Contemporary Applied Ethics
RB1014	Faith, Identity, Culture & Society

FR1003	Background to French Studies
GM1000	Background to German Studies

Level 5 (year two)

PO2110	History of Political Ideas
PO2400	Progressivism, Progressive Politics and Reform
IR2101	Globalisation: History, Theory and Approaches
HY2095	Cold War in Asia
HY2007	Twentieth-century Britain
HY2006	Europe in an Age of Atrocity
CW2001	Creative Writing Workshop: Exploring Genre
CW2002	Writing Adaptations
EN2906	CSI: Literature
EN2129	From Romantics to Decadents: Literary Culture 1789-1900
EN2903	The American Radical
FI2012	Advertising, Media and Consumer Culture
LG2103	Sociolinguistics
LG2112	Framing the News
LG2206	History of English
PI2005	Phenomenology and Existentialism
PI2001	Philosophy of Religion
PI2214	Foundations of Ethics
RB2241	Sacredness & Spirituality
RB2000	Fundamentalism & Cultural Heritage
FI2004	Popular Music and Communications
FI2008	British Cinema
SO2103	Sociology of Social Movements
SO2214	Contemporary Thinkers
SO2002	Sociology of Religion

FR2002	French Ab Initio Language and Society 1
FR2003	French Ab Initio Language and Society 2
FR2001	French Language and Society 1
FR2203	French Language and Society 2
GM2000	German Ab Initio Language and Society 1
GM2001	German Ab Initio Language and Society 2
GM2101	German Language and Society 1
GM2112	German Language and Society 2
EF2600	TESOL core 2a
EF2650	TESOL core 2b
EF2620	Project Planning and Research Methods in Language Teaching

Level 6 (year three)

PO3112	Contemporary Anglo-American Political Philosophy
PO3134	Continuity and Change in British Politics
PO3004	Terrorism and Security
IR3001	Ethics, War and Society
HY3063	The Kennedy Presidency
HY3029	History of Education
HY3062	A Place Apart: The Northern Ireland Troubles
CW3001	Advanced Creative Writing Workshop
CW3002	Life Writing and Autobiography
EN3008	Black Atlantic Writing
EN3028	Literature and Film
FI3010	Media Ethics
FI3009	Popular Music on Screen
LG3112	Power in Talk
LG3114	Discourse and Argumentation
LG3223	Contrastive Linguistics

SO3004	Sexy Bodies: Sexuality and the Body
SO3110	Sociology of Disability
PI3004	Humanity, Values and the Environment
PI3006	Modern European Thought
PI3021	Contemporary Ethical Theory
RB3001	Perceptions of Morality
RB3003	Religion in a Global Village
RB3007	Religion, Culture & Media
FR3001	French Language (after period abroad)
FR3061	French Language
FR3002	French Language in Context
GM3001	German Language (after period abroad)
GM3105	German Language
GM3115	Contemporary German Literature and Society

Elective modules - Languages:

Level 4 (year one)

AL1101	Beginners' French Language and Culture
AL1102	Beginners' German Language and Culture
AL1103	Beginners' Spanish Language and Culture
AL1104	Beginners' Italian Language and Culture
AL1134	Beginners' Chinese Language and Culture
AL1106	Beginners' Japanese Language and Culture
AL1137	Beginners' Arabic Language and Culture
AL1109	Beginners' Russian Language and Culture
AL1036	Beginners' Turkish Language and Culture
AL1039	Beginners' Greek Language and Culture
AL1925	Beginners' Korean Language and Culture

AL1111 Beginners' Catalan Language and Culture

Levels 5 & 6 (years two/three)

AL2431 Intermediate French
AL2432 Intermediate German
AL2433 Intermediate Spanish
AL2434 Intermediate Italian
AL2435 Intermediate Chinese
AL2436 Intermediate Japanese
AL2437 Intermediate Arabic
AL2438 Intermediate Russian
AL2404 Intermediate Korean
AL2301 Advanced French
AL2302 Advanced German
AL2303 Advanced Spanish
AL2304 Advanced Italian
AL2336 Mandarin Chinese for Speakers of other Chinese Dialects
AL2306 Advanced Japanese
AL3594 Advanced Arabic
AL2925 Advanced Korean
AL2309 Advanced Russian
AL2501 Advanced French Language and Society
AL2502 Advanced German Language and Society
FR2001 French Language and Society
GM2101 German Language and Society
SH2001 Spanish Language and Society
FR3061 French Language
GM3105 German Language

SH3002 Spanish Language

Elective modules -Volunteering

Level 4 (year one)

VO1001 Citizenship and Cohesive Communities

VO1006 Volunteering and Community Action – ILM Recognition

Level 5 (year 2)

VO2001 Mentoring in the Community – ILM Award

VO2002 Community Project Development – This is a double module

VO2003 Community Leadership

Level 6 (year 3)

VO3002 Leading a Community Project – This is a double module

VO3004 Practical Volunteer Management – ILM Award – This is a double module

Foundation entry route

Students may progress to the BA Liberal Arts from the BA (Hons) Humanities and Social Sciences (Foundation Entry). In that case, progression to Liberal Arts would take place in the same way as with the other Humanities and Social Science subjects connected with that programme. The progression process is detailed in the Foundation Entry course handbook, and further particulars are discussed in detail at the induction events for that programme. The Foundation Entry structure is also reproduced below for information.

Semester 1 (September – January)

HUC110 Essential Study Skills for Higher Education

(Module Leader: Helen Hewertson)

HUC111 Developing Academic Knowledge

(Module Leader: Andrew Baron)

Semester 2 (January – May)

HUC115 Learning by Experience

(Module Leader: Helen Hewertson)

HUC114 Target Award Extended Study

(Module Leader: Helen Hewertson)

Supervisors: Various)

Subject 1 Either a) Your main subject e.g. (BA(hons) History) or b) one of your joint subjects e.g. (BA(Hons) Education and History)

Subject 2 Either a) An option to go with your main subject or b) your other joint subject

Foundation Entry, modules available:

The following tables outline the modules available for the year of study.

HUC110 ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	Semester 1, 20 credits
HUC111 DEVELOPING ACADEMIC KNOWLEDGE	Semester1, 20 credits
HUC114 TARGET AWARD EXTENDED STUDY	Semester 2, 20 credits
HUC115 LEARNING BY EXPERIENCE	Semester 2, 20 credits

Foundation Entry students will have at least one of the following modules already assigned to their profile. You may have two already on your programme, in which case your programme is full and you do not need to choose any options. If there is only one module, for example, if you are doing a single honours subject (BA(Hons) History = HYC101 Introduction to History) you will need to select one of the modules below to make up your programme

Year Long Modules	
Module	Optional
EDC101 INTRODUCTION TO EDUCATION AND DEAF STUDIES	20 CREDITS
ENC012 INTRODUCTION TO LITERATURE	20 CREDITS
ENC013 INTRODUCTION TO CREATIVE WRITING	20 CREDITS
FIC002 FILM AND MEDIA THEORY	20 CREDITS
HYC101 INTRODUCTION TO HISTORY	20 CREDITS
LGC001 INTRODUCTION TO ENGLISH LANGUAGE AND LINGUISTICS	20 CREDITS
PIC101 INTRODUCTION TO PHILOSOPHY	20 CREDITS
SOC101 INTRODUCTION TO SOCIOLOGY AND CONTEMPORARY RELIGION	20 CREDITS
MLC001 SKILLS FOR LANGUAGE STUDENTS	20 CREDITS
EBC001 FOUNDATION IN TESOL	20 CREDITS

FZ004 KEY THEMES IN ARCHAEOLOGY	20 CREDITS
PSC005 INTRODUCTION TO PSYCHOLOGY	20 CREDITS

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.



2.3 Course requirements

The compulsory modules for this course are: CS1000 (level 4), CS2000 (level 5), CS3000 (level 6)

There is a minimum English Language ability requirement for this course of IELTS 7 average with no score lower than 5.5

For overseas students, key information about visa and immigration requirements can be found here: <http://www.uclan.ac.uk/international/visa-advice.php>

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and assist you to choose the most appropriate module selection for you.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

The standard module value is 20 credits and this equates to a notional 200 learning hours. Level 4 modules typically have four contact hours per week (=48 per semester), Level 5 and 6 modules typically have three contact hours per week (=36 per semester). Contact hours will usually be made up of lectures and seminar sessions / workshops, though the precise mixture will vary both by subject and by module. In addition you will be expected to engage in approximately 10 hours of private study per module per week, as well as devoting a significant amount of time to assessments. Students who put in the hours in private study typically realise their full academic potential much more readily than those who do not.



2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. You should scan in using your library card to the Student Attendance Monitoring system (SAM) at every scheduled teaching event. When entering details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.** To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined in accordance with the Student Regulations.

Notification of illness or exceptional requests for leave of absence must be made to your module tutor *by email if possible*.

If you are in any doubt about your attendance record for a module you can access your SAM record via the MyUCLan page on the University website. If you think your record is incorrect you should inform your module tutor immediately. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University, and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

International students have specific responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS). International students **MUST** attend their course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

As noted in 2.5.2 above, the learning process on this course involves a considerable expectation of private study. Typically you will be required to attend classes for 3-4 hours per week, usually in some combination of lectures and seminars. However, all modules will specify a significant amount of required and/or recommended reading, and if you are to achieve your full potential in the subject you should anticipate spending around 10 hours per module per week in private study (reading, researching, note-taking, planning essays etc.). This total is likely to increase as you progress through the course, and in the run up to coursework deadlines and exams.

Teaching methods will include: Formal and informal lectures, seminar discussions, seminar presentations where appropriate, 'workshop' sessions. Individual tutorial support is available in regular tutor office hours, and via the Academic Advisor system.

3.2 Study skills

Course-specific study skills sessions are included in the Welcome Week programme for first-year students. However, if at any stage you need help with study skills, whether (e.g.) structuring essays or finding your way about the library etc., your Academic Advisor will be happy to advise you.

In addition, comprehensive general study skills assistance is available via the UCLan website at: <http://www.uclan.ac.uk/students/study/wiser/index.php>

Library information can be found at:

<http://www.uclan.ac.uk/library/admin/map.htm>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by Library and Information Services staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

LIS provide access to a huge range of relevant electronic resources – e-journals and databases, ebooks, images and texts, and some of these will feature on individual module reading lists.

In addition, there is an eLearn “Blackboard” space for each of our modules. Blackboard is the on-line Managed Learning Environment that the University uses to support and enhance teaching and learning. All UCLan students have been allocated a Blackboard area. Once logged into your Blackboard area you can access all of the modules listed under your name without having to login to each module separately. On the MyUCLan page, you will find a widget entitled “ELearn (Blackboard)”, which contains a list of all the modules on which you are registered. Click on the name of the module you wish to access, and you will be taken to the space for that module. The first thing you will see is a page containing any current notifications for the module. To the left of the page, you will find a list of links to other pages for the module:

Module Information: Click here to be taken to the Module Guide. It is essential that you read this guide carefully: it is packed with information about the syllabus for the module, submission dates, and so on.

Module Materials: Here you will find lecture handouts, Powerpoint presentations, scanned readings, and so on.

Reading list: Click here for a list of books and articles (some in electronic form) of relevance to the module. Clicking on an item’s title will take you to information about its availability in the library.

Contacts: Here you will find contact details for your module tutor, along with details of his or her office hours.

Assignments: Clicking this link will take you to a page containing icons for each of your module’s coursework assignments. You will need to click the relevant icon and follow the instructions in order to submit your assignments.

My Grades: A record of your grades for the module.

Note:

If the module you are searching for does not appear, contact your module tutor or the Hub. Do not try to add courses yourself. If you have log-in problems, call into or contact the UCLan LIS (Library) HelpDesk (Tel. 01772 892100).

3.4 Personal development planning

Personal Development Planning (PDP) is a process of reflection on your learning and achievements, intended to assist you in structuring your future personal, educational and career development. By becoming actively involved in this process you can ensure that you get the most from your time at University. During your course induction you will be informed about the PDP activities you should be engaging in.

Information about PDP is also included in your Student Organiser, and in individual module guides, which identify relevant key skills. Your Academic Advisor can help you to maintain a progress file, which should contain a record of your progress and achievements during the course, for example:

- Notes from Academic Advisor meetings
- Records of Achievement: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets)
- Students Transcript (This sets out details of your academic learning, and is provided for you by the University at the end of your course).
- Course Handbook
- Module Guide for each module undertaken
- Learning evidence e.g. handouts; reading lists
- Learning notes

Your progress file can also include material relating to activities outside the university (e.g. voluntary work, awards, employment). For example:

- Personal Curriculum Vitae
- Copy of references
- Job application record

You will find your completed progress file useful for a range of additional purposes – for example, you can draw on it when you apply for jobs, and you can use it as a building block for Continuing Professional Development in current or future professional roles.

This course features a compulsory final year employability module CS3000, which is dedicated to assisting you to develop your employability prior to graduation.

**3.5 Preparing for your career**

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- You will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- You will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only),

Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).



4.1 Academic Advisors

All Liberal Arts students are assigned an Academic Advisor at the start of their course. Your Academic Advisor is the person you should see for advice on all matters that may affect your studies which are not purely administrative – for example, module choices, study skills advice, academic progress, or personal issues that are affecting your studies. (Purely administrative enquiries concerning for example timetabling and ensuring that your student profile lists your modules correctly should be directed to the Harris Hub.)

You should see your Academic Advisor at regular intervals throughout the year, particularly at the beginning of the year, and when you need to make decisions about which modules to take.

If you are unsure who your Academic Advisor is then please contact Harris Hub HarrisHub@uclan.ac.uk.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study

successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

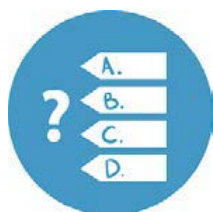
Alternative assessment arrangements may be made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

All modules are assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. The precise assessment regime varies across subjects and across modules. However, in order to pass any module students must achieve an overall average mark of 40% or above. Note that the academic regulations of the university do permit students to be reassessed in a module, where an element of assessment has been failed, at the discretion of the course board.

Marks will be awarded for all assessed work according to the following gradeband scheme.

Band	Numerical equivalent
Exceptional 1st	96
High 1st	89
Mid 1st	81
Low 1st	74
High 2.1	68
Mid 2.1	65
Low 2.1	62
High 2.2	58
Mid 2.2	55
Low 2.2	52
High 3rd	48
Mid 3rd	45
Low 3rd	42
Marginal Fail	35*
Mid Fail	30*
Low Fail	25
Fail	10
Non-submission	0

Some suggested guidance on writing and submitting essays, and on the marking criteria by which your work will be assessed, follows below. Understanding exactly how your work will be assessed is VITAL if you are to achieve the best possible marks for your work. You should therefore make sure you are thoroughly familiar with this guidance.

Essay writing guidance notes

1. Allow yourself plenty of **preparation time**.
2. Do lots of relevant **background reading**. **Make notes** on important points as you go along, and how you might handle/respond to them. Remember that it is not enough to just mention a piece of reading in passing - you must show in what you say that you have read and understood it.
3. Before you start your essay, **make a plan**. Decide what exactly the question is asking. Then think about how you are going to answer it, point by point. Try and order your points so that there is a **coherent development in** your discussion, culminating in your conclusion. If necessary **make the structure** of your essay **explicit** using sub-titles.
4. Your essay should have an **introduction**, generally stating how you will answer the question. In your introduction, it might be appropriate to **briefly analyse and discuss** the essay question.
5. **Explain** every point you make properly, **with examples and references to sources** to support it where possible. **Accompany every major claim you make with supporting reasons/evidence** (this is very important).
6. Make the **relevance** to the question of every point explicit, if it is not obvious. This increases clarity, and stops you going off on tangents.
7. Make sure your **conclusion** is also the **culmination** of your discussion. Do not include major new points which you have not already discussed.
8. When you have finished your essay, **read it through**. Ask yourself: have I addressed **all** aspects of the question? Do I understand what I mean well enough to be able to explain it to someone if they asked me? If the answer is 'no' it is unlikely that the marker will understand either.

Guidance on Marking Criteria

Classification	Grade	Relevance	Knowledge and sources	Analysis	Argument and Structure	Independence of thought	Written presentation (where relevant)	Oral presentation (where relevant)
Class 1	> 70%	Directly relevant to the title; able to address also the implications, assumptions and nuances of the title	Makes effective use of an excellent knowledge and thorough understanding of a wide range of appropriate sources	A very good analysis of the evidence and arguments in the course under consideration, resulting in clear and illuminating conclusions	Coherent and clearly structured, making creative use of an appropriate and well developed mode of argument and/or theoretical model(s)	Distinctive work showing independent thought and critical engagement with alternative views	A very well-written answer with standard spelling, grammar and syntax, in a lucid and resourceful style, and with appropriate scholarly apparatus	Clearly spoken, well-paced, appropriate length. Engages the class and interacts with it. Selective and purposeful use of teaching aids. Good teamwork where appropriate.
Class 2/i	60-69.99%	Directly relevant to the title	Effective use and understanding of a range of appropriate sources	Good analysis, clear and orderly	Generally coherent and clearly structured, using an appropriate and developed mode of argument and/or theoretical model(s)	May contain some distinctive or independent thinking; may begin to formulate an independent critical position	Well-written, with standard spelling, grammar and syntax, in a readable style with acceptable scholarly apparatus	Clear, well-paced delivery an attempt to engage the class. Generally sensible use of teaching aids. Clear evidence of attempt at teamwork where appropriate.
Class 2/ii	50-59.99%	Addresses the title; may drift away from the question or theme of the title in less focused passages	Adequate knowledge of a fair range of sources, with some evidence of an appreciation of their significance	Attempted analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Attempts to construct a coherent argument, but may suffer loss of focus and consistency, with issues stated vaguely, or theoretical model(s) couched in simplistic terms	Sound work which expresses a personal position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently written, with only minor lapses from standard syntax, grammar and spelling, with acceptable scholarly apparatus	Delivery satisfactory though possible some problem with pace. Relatively little attempt to engage the class. Teaching aids sometimes inappropriate. Teamwork, if applicable, not much in evidence.
Class 3	40-49.99%	Some significant degree of irrelevance to the title is common	Basic understanding of a limited range of sources	Largely descriptive or narrative, with little evidence of analytical skill	A basic argument may be evident, but it tends to be supported only by an assertion and to lack clarity, coherence and development	Largely derivative; no critical view is adequately formulated	Rather poorly written, with significant deficiencies in expression or scholarly apparatus that pose obstacles for the reader	Delivery just adequate but little effort at engaging the class. Teaching aids, where used, rarely helpful. No evidence of teamwork, where applicable.
Fail	<40%	Answer/discussion is substantially irrelevant.	Lacks basic elements required for adequate understanding of the topic	Inadequate and often inaccurate description and paraphrase. No sustained analytical treatment of relevant material	Little evidence of coherent overall argument or structure	No evidence of independent engagement with question/title; cursory paraphrase or quotation of others	Significantly garbled and negligently presented. Scholarly apparatus lacking.	Delivery poor with no effort at engaging the class. Teaching aids, if used, inappropriate. No evidence of teamwork, where applicable.

Note:

The above grid gives an indication of the sort of things we look for when marking work. However:

1. For optional modules, subjects will employ criteria suited to their own areas. These are likely to be similar to the above but will not necessarily be identical to them.
2. The criteria are not adjusted according to levels. Interpretation will therefore vary by level. 'Excellent knowledge and thorough understanding of a wider range of appropriate sources' will mean one thing at Level 4 and something else at Levels 5 & 6. Learning outcomes for individual modules will give an indication of these different expectations.
3. Some criteria, e.g. those relating to independence of thought, will apply more to students at higher levels of work.
4. It is recognised that students will rarely perform consistently across all the columns. The above grid is, therefore, a guide for students and staff, not a means of arriving at a precise mark.
5. There is a logical sequence to the columns. A piece of work that scores poorly under e.g. 'relevance' or 'knowledge and sources' may be prevented by this from scoring well in columns 3-5. Columns 6a and 6b are alternative, depending on the nature of the work being assessed.
6. The term 'sources' covers written material in the form of books, journal articles etc., whether hard copy or electronic.

5.2 Notification of assignments and examination arrangements

Assessment is predominantly by coursework, and (in some modules) written examinations. Individual module tutors will set assignments, and deadlines for submission. They will also notify you of dates for the return of marked work. Details will be given in module guides, lectures and on Blackboard. All coursework must be submitted electronically through Turnitin. To do this:

On the "Assignment" page of the module blackboard space find the relevant assignment turnitin link and click on "view/complete". Then, on the next page to appear, click on the "submit" button to the right of the name of the assignment you wish to submit.

A dialogue box will appear, which should already be filled out with your name. All you need to do is to write the title of your essay in the appropriate box, then click the "Browse" button to locate your essay on your computer. Please note the list of accepted document formats that appears below the "Browse" button, and make sure that your essay is in one of these formats. Ideally, it should be an MS Word or RTF file.

When you have found your essay on your computer, click "Open". Then, on the dialogue box, click "submit" to upload your assignment. You'll be asked to confirm that the document you are uploading is the correct one. Once you have done so, you will see a digital receipt for your work. Now click on the "portfolio" icon to be taken to your assignment inbox.

In the inbox, you will see an entry for your submitted assignment. Beneath the "contents" header, you will see a small rectangle, which initially will be grey. After a few minutes (for your first submission), it will change colour. This change indicates that an "originality report" has been generated for your assignment. Click the rectangle to view the report.

This report is very important. It will act as a guide to whether or not your essay contains material copied verbatim from elsewhere, and so whether it is at risk of being considered an example of plagiarism. Of course, some of the copied material may be in the form of properly referenced quotations. If that's the case, you have nothing to worry about.

However, if the duplicated material in your essay is not referenced and presented as quoted, there may be a problem. Happily, provided you have submitted ahead of the deadline, you'll be able to remedy the problem. That is, you'll be able to alter your essay and resubmit it. Note that now, it will take the system 24 hours to generate a new originality report.

Sometimes, very small amounts of text (say, 1%) will show up as duplicated when you have not copied from elsewhere; you just happen coincidentally to have reproduced a form of words found in a book, article, or piece of student work. This is probably nothing to worry about; however, if you're in doubt, contact your tutor.

5.3 Referencing

References are not just used where a piece of text has been quoted. They can also be used to refer to work that supports your own conclusions, or which you are taking issue with. You may use either footnotes/endnotes or the 'Harvard' system of referencing, but whichever you use, be consistent. There are various systems of footnoting but we recommend the following style:

¹ John Rawls, *A Theory of Justice* (1972) pp. 60-2.

² *Ibid.*

³ Rawls, *op. cit.* 300-330.

The Harvard system lists author, date of publication and (where relevant) page number(s) in parentheses after the relevant passage, thus: (Rawls, 1972, p.15).

Footnotes/endnotes can also be used for content that for one reason or another it is not convenient to include in the main text, but it is advisable to do this only where absolutely necessary. If a comment can conveniently be included in the main text then it should be. Whichever system you use for referencing, you must also include full publication details of all texts cited (author, place of publication, publisher, date of publication) in your bibliography. Bibliographies should comprise an alphabetical list of all of the books or articles cited, or drawn upon. For all sources, cite in the following order:

- a. Name of author
- b. Title of publication or article
- c. Journal title (for journal articles), with volume and number
- d. Place of publication (for books)
- e. Name of publisher (for books)
- f. Date of publication
- g. Page references (for journals)

For example:

Cooper, N. 'The importance of *dianoia* in Plato's theory of forms', *Classical Quarterly* 16 (1966), 65-69

Macintyre, Alasdair, *After Virtue* (London: Duckworth, 1981)

Moore, A. W. (ed.), *Meaning and Reference* (Oxford: Oxford University Press, 1993) Ryle, Gilbert 'Systematically misleading expressions' in Anthony Flew (ed.) *Logic and Language* (Oxford: Blackwell, 1968)

Be consistent in references and bibliographies. Always give titles of chapters or articles in single quotation marks. *Italicise* titles of books, and journals. Always distinguish author from editor. All these points should be clear if you study the above examples.

5.4 Confidential material

Typically, assessed work in Liberal Arts subjects will not involve the passing on of confidential information concerning identifiable individuals and organisations. In the unusual case that an essay, dissertation etc. does involve passing on such information, you have a legal and ethical duty to protect the relevant parties by maintaining their confidentiality.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools will take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in its [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting

- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification, BA (Hons) Liberal Arts

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	UCLan Preston Campus
3. University School/Centre	School of Humanities and the Social Sciences
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Liberal Arts
6. Modes of Attendance offered	Full time & part time
7. UCAS Code	LV99
8. JACS Code	L200

9. Relevant Subject Benchmarking Group(s)	This is a multi-disciplinary programme and as such there is no single Benchmarking Group. Relevant benchmarking statements will be those of all contributing disciplines (History, English, Philosophy, Sociology, Politics and International Relations, Communication, Media, Film and Cultural Studies, Modern Languages etc)
10. Other external influences	N/A
11. Date of production/revision of this form	May 2017
12. Aims of the Programme	
<ul style="list-style-type: none"> • To provide an intellectually stimulating, rigorous and supportive teaching and learning environment that will develop the academic potential of students from all social and educational backgrounds 	
<ul style="list-style-type: none"> • To systematically develop students' knowledge and understanding of relevant humanities and social science disciplines and of the importance of those disciplines for social, civil and political life 	
<ul style="list-style-type: none"> • To develop students' capacities for independent intellectual inquiry and create opportunities for the critical evaluation of the role of influential ideas, discourses, institutions and decision-making processes, using primary and secondary sources of evidence in a multidisciplinary and comparative academic context 	
<ul style="list-style-type: none"> • To ensure that students benefit from teaching that is informed by research and scholarship - and hence to encourage teaching and learning based on the various research interests that exist among the course team 	
<ul style="list-style-type: none"> • To provide opportunities for learning in an international context through language learning and study abroad 	
<ul style="list-style-type: none"> • To enhance students' employability by fostering the development of such distinctive graduate attributes as: intellectual honesty, open-mindedness, consistency and rigour, attention to detail, clarity of thought and expression, willingness to critically re-examine established beliefs, commitment to reasoned argument 	

13. Learning Outcomes, Teaching, Learning and Assessment Methods**A. Knowledge and Understanding**

On completion of the course students will be able to:

A1. Outline insights and findings of a range of humanities and social science disciplines (especially in light of the distinction between empirical, explanatory, interpretative and normative claims).

A2. Explain some of the ways that culture, language, history, and broader social forces affect the ways in which cultural texts, artefacts and practices are produced and reproduced

A3. Explain how understandings of self, world, society, power and equality/inequality may be formed in relation to literary, historical, political, philosophical and cultural texts, artefacts and practices

A4. Utilise theories and/or research methodologies developed within the arts, humanities and social sciences

Teaching and Learning Methods

The balance of learning and teaching methods varies across contributing disciplines and modules. However, all modules make use of a mix of teaching environments including lectures, seminars and small group discussions. Guided preparatory reading is an important component of student learning and all modules identify set reading plus background reading for all major topics. All modules are supported by VLE materials which may include lecture presentations, written handouts, reading lists and mixed media such as video and podcasts. Module learning may also be supported by field trips and related activities.

Assessment methods

The balance of assessment methods varies across contributing disciplines and modules. Typical methods include written coursework essays, written exams (seen and unseen), mixed-media portfolios and assessed presentations.

B. Subject-specific skills

On completion of the course students will be able to:

B1. Interpret, analyse, reflect upon and critically evaluate a variety of texts and other primary and secondary sources with due sensitivity to their historical, cultural and intellectual context.

B2. Critically examine ideas, theories and social practices from a range of perspectives

B3. Employ appropriate scholarly forms and techniques in academic writing

B4. Complete, with supervision, an independent research project in a relevant academic area, involving the location of appropriate sources, principally self-directed study and critical analysis

Teaching and Learning Methods

Subject specific skills are developed via the core learning activities identified above. Students practice and develop skills of textual and source analysis, interpretation and critical evaluation during preparatory reading, in seminar and small group discussion, and in formative and summative assessed work. They receive information, guidance and explanation on/of relevant contextual and theoretical factors in lectures and seminars. The development of appropriate scholarly forms and techniques takes place in preparation and presentation of oral and written formative and summative assessed work.

Assessment methods

Subject-specific skills are explicitly assessed alongside subject-specific knowledge and understanding across the range of formative and summative assessed work.

C. Thinking Skills

On completion of the course students will be able to:

- C1. Analyse, assess and synthesise different kinds of primary and/or secondary evidence
- C2. Construct, defend and critique reasoned arguments – respecting relevant logical distinctions and norms of discourse
- C3. Exercise independent thought and judgement while engaging with the opinions, theories and judgements of others - both orally and in writing
- C4. Identify and critically evaluate key assumptions and presuppositions

Teaching and Learning Methods

Students practice and develop thinking skills by participating in the range of core learning activities identified above. Subject-specific skills depend upon and inform more general thinking skills. For example, the critical evaluation of competing theories depends upon and simultaneously develops the ability to construct, defend and critique reasoned arguments.

Assessment methods

Thinking skills are explicitly assessed alongside subject-specific knowledge and skills across the range of formative and summative assessed work.

D. Other skills relevant to employability and personal development

On completion of the course students will be able to:

- D1. Work effectively both independently and in groups
- D2. Identify, collect and evaluate information from a variety of sources
- D3. Communicate complex ideas and arguments effectively, in oral, written and/or digital form

D4. Show competence in time management, organisation and planning, meeting deadlines and managing competing demands

D5. Deploy elements of a personal portfolio of evidence in support of potential job applications

Teaching and Learning Methods

All modules develop broader skills relevant to employment and personal development by encouraging/requiring independent study, the identification, collection and evaluation of information, participation in group discussion, assessed presentations, coursework essays, working to deadlines, use of IT etc.

Assessment methods

The skills under this heading are typically assessed implicitly rather than explicitly – for example, submitting work on time with appropriate scholarly apparatus will be a condition of, though not otherwise contribute to, student grades. Accordingly, while never being the explicit focus of assessment, the development of these skills is encouraged and required throughout the programme of study.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6		Compulsory module:		Bachelor Honours Degree Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 Bachelor Degree Requires 320 credits including a minimum of 200 at Level 5 or above and 60 at Level 6
	CS3000	Employability and the Liberal Arts	20	
		Choose five options from:		
	PO3112	Contemporary Anglo-American Political Philosophy	20	
	PO3134	Continuity and Change in British Politics	20	
	PO3004	Terrorism and Security	20	
	IR3001	Ethics, War and Society	20	
	HY3063	The Kennedy Presidency	20	
	HY3029	History of Education	20	
	HY3062	A Place Apart: The Northern Ireland Troubles	20	
	CW3001	Advanced Creative Writing Workshop	20	
	CW3002	Life Writing and Autobiography	20	
	EN3008	Black Atlantic Writing	20	
	EN3028	Literature and Film	20	
	LG3112	Power in Talk	20	
	LG3114	Discourse and Argumentation	20	
	LG3223	Contrastive Linguistics	20	
	FI3010	Media Ethics	20	
	FI3009	Popular Music on Screen	20	
	SO3004	Sexy Bodies: Sexuality and the Body	20	

	SO3110	Sociology of Disability	20	
	PI3004	Humanity, Values and the Environment	20	
	PI3006	Modern European Thought	20	
	PI3021	Contemporary Ethical Theory	20	
	RB3001	Perceptions of Morality	20	
	RB3003	Religion in a Global Village	20	
	RB3007	Religion, Culture & Media	20	
	FR3001	French Language (after period abroad)	20	
	FR3061	French Language	20	
	FR3002	French Language in Context	20	
	GM3001	German Language (after period abroad)	20	
	GM3105	German Language	20	
	GM3115	Contemporary German Literature and Society	20	
		Up to two elective modules from an approved list can also be selected, subject to timetabling and approval from the course leader		

Level 5		Compulsory module:		Diploma of Higher Education
	CS2000	Liberal Arts Extended Essay	20	Requires 240 credits including a minimum of 100 at Level 5 or above
		Choose five options from:		
	PO2110	History of Political Ideas	20	
	PO2400	Progressivism, Progressive Politics and Reform	20	
	IR2101	Globalisation: History, Theory and Approaches	20	
	HY2095	Cold War in Asia	20	
	HY2007	Twentieth-century Britain	20	
	HY2006	Europe in an Age of Atrocity	20	
	CW2001	Creative Writing Workshop: Exploring Genre	20	
	CW2002	Writing Adaptations	20	
	EN2906	CSI: Literature	20	
	EN2129	From Romantics to Decadents: Literary Culture 1789-1900	20	
	EN2903	The American Radical	20	
	LG2103	Sociolinguistics	20	
	LG2112	Framing the News	20	
	LG2206	History of English	20	
	FI2012	Advertising, Media and Consumer Culture	20	
	FI2004	Popular Music and Communications	20	
	FI2008	British Cinema	20	

SO2103	Sociology of Social Movements	20	
SO2214	Contemporary Thinkers	20	
SO2002	Sociology of Religion	20	
PI2005	Phenomenology and Existentialism	20	
PI2001	Philosophy of Religion	20	
PI2214	Foundations of Ethics	20	
RB2241	Sacredness & Spirituality	20	
RB2000	Fundamentalism & Cultural Heritage	20	
FR2002	French Ab Initio Language and Society 1	20	
FR2003	French Ab Initio Language and Society 2	20	
FR2001	French Language and Society 1	20	
FR2203	French Language and Society 2	20	
GM2000	German Ab Initio Language and Society 1	20	
GM2001	German Ab Initio Language and Society 2	20	
GM2101	German Language and Society 1	20	
GM2112	German Language and Society 2	20	
EF2600	TESOL core 2a	20	
EF2650	TESOL core 2b	20	
EF2620	Project Planning and Research Methods in Language Teaching	20	

		Up to two elective modules from an approved list can also be selected, subject to timetabling and approval from the course leader		
Level 4	CS1000	Compulsory module: Introduction to Liberal Arts	20	Certificate of Higher Education Requires 120 credits at Level 4 or above
		Choose five options from:		
	PO1101	Power, Politics and the State	20	
	PO1109	Global Politics	20	

	HY1101	Understanding History	20	
	HY1123	Public History	20	
	CW1001	Introduction to Creative Writing	20	
	CW1002	Writing Identities	20	
	EN1214	History of English Literature	20	
	EN1218	The War Against Cliché: Literature, Criticism and Practice	20	
	LG1220	Introduction to English Syntax and Phonology	20	
	LG1104	Language and Communication	20	
	FI1013	American Cinema	20	
	FI1401	Critical Approaches to Cinema	20	
	SO1116	Sociological Ways of Thinking	20	
	SO1115	Youth, Identity and Difference	20	
	PI1118	Knowledge and Freedom	20	
	PI1119	Problems in Contemporary Applied Ethics	20	
	RB1334	Understanding Religion & Belief	20	
	RB1014	Faith, Identity, Culture & Society	20	
		Ab Initio French	40	
	FR1001	Background to French Studies	20	
	FR1003	Introduction to French Studies	40	
	FR1000			
	GM1001	Ab Initio German	40	

	GM1000	Background to German Studies	20	
	GM1006	Introduction to German Studies	40	
	EF1600	TESOL core 1a	20	
	EF1650	TESOL core 1b	20	
		Up to two elective modules from an approved list can also be selected, subject to timetabling and approval from the course leader		

15. Personal Development Planning

Personal Development Planning (PDP) is a process of reflection on your learning and achievements, intended to assist you in structuring your future personal, educational and career development. By becoming actively involved in this process you can ensure that you get the most from your time at University. During your course induction you will be informed about the PDP activities you should be engaging in.

The study of Liberal Arts confers a number of employability benefits. As with many disciplines in the humanities and social sciences, the course is not directly vocational. However, this lack of a specific career focus confers a degree of flexibility that more vocational programmes cannot match. Many commentators have emphasised that in a rapidly-changing economic and work environment role-specific education and training rapidly become obsolete. Learning how to learn, and learning to look beyond the immediate means/ends decision-making that is tied to established operational, technological and managerial contexts, are among the most vital features of degree-level study. As many employers are increasingly realising, the study of Liberal Arts develops precisely these abilities.

This course features a dedicated PDP and employability module CS3000 which is designed to embed PDP and employability alongside students' wider studies.

Information about PDP is also included in Student Organisers, and Academic Advisors can assist students to maintain a progress file recording their progress and achievements during the course.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

The University's minimum standard entry requirements for degree level study are 5 GCSEs, grade C or above, including Maths and English; plus a 12 unit profile equivalent to two subjects at advanced level (A2).

96 UCAS points at A2 or

BTEC minimum Distinction, Merit, Merit

This programme places unusually exacting demands on students' English abilities, due to the quantity and complexity of the written material dealt with and produced. Accordingly, international students will require IELTS 7 average, with no score lower than 5.5

17. Key sources of information about the programme

- **Course handbook**
- **Course webpage**
- **Course Leader**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
LEVEL 4	CS1000	Introduction to Liberal Arts	COMP	X	X	x	x	x	x	x		x	X	x	X	x	x	x	x	
	PO1101	Power, Politics and the State	O	X	X	x	x	x	x	x		x	X	x	X	x	x	x	x	
	PO1109	Global Politics	O	X	X	x	x	x	x	x		x	X	x	X	x	x	x	x	
	HY1101	Understanding History	O	X	X	x	x	x	x	x		x	X	x	X	x	x	x	x	
	HY1123	Public History	O	X	X	x	x	x	x	x		x	X	x	X	x	x	x	x	
	CW1001	Introduction to Creative Writing	O	X	X		x	x	x	x		x	X	x	X	x				x
	CW1002	Writing Identities	O			x	x	x		x				x		x				x
EN1214	History of English Literature	O	X	X	x	x	x	x	x		x	X	x	X	x	x	x	x		

EN1218	The War Against Cliché: Literature, Criticism and Practice	O		X	X		x	x	x	x			x	X	x	X	x	x	x	x
LG1220	Introduction to English Syntax and Phonology	O		x	x		x	x					X	X	X		X	X	X	X
LG1104	Language and Communication	O		x	x	x	x	x	x	x			X	X	X	X	x	X	X	x
FI1013	American Cinema	O		X	X	x	x	x	x	x				X	x	X	x	x	x	x
FI1401	Critical Approaches to Cinema	O		X	X	x	x	x	x	x			x	X	x	X	x	x	x	x
SO1116	Sociological Ways of Thinking	O		X	X	x	x	x	x	x			x	X	x	X	x	x	x	x
SO1115	Youth, Identity and Difference	O		X	X	x	x	X	x	x			x	X	x	X	x	x	x	x
PI1118	Knowledge and Freedom	O		X	X	x	x	x	x	x			x	X	x	X	x	x	x	x
PI1119	Problems in Contemporary Applied Ethics	O		X	X	x	x	x					x	X	x	X	x	x	x	x
RB1334	Understanding Religion & Belief	O		X	X	x	x	x	x	x			X	X	X	X	x	x	x	x
RB1014	Faith, Identity, Culture & Society	O		X	X	x	x	x	X	x			X	X	X	x	x	x	x	X
FR1001	Ab Initio French	O								x						x	x		X	
FR1003	Background to French Studies	O			X			x	X	X			x		x		x	X		X
FR1000	Introduction to French Studies	O			X			x	X	x			x		x		x	x		x

GM1001	Ab Initio German	O							x						x			x	
GM1000	Background to German Studies	O		X			X	X	x		x		x		x	x		x	
GM1006	Introduction to German Studies	O		X			x	X	x		x		x		x	x		x	
EF1600	TESOL core 1a	O						X	x		x		x		x	x		x	
EF1650	TESOL core 1b	O						X	x		x		x		x	x		x	

FI2004	Popular Music and Communications	O						X	X										
			X	X	X		X				X	X	X	X	X	X	X	X	
FI2008	British Cinema	O	X	X	X		X	X	X		X	X	X	X	X	X	X	X	
SO2103	Sociology of Social Movements	O						X	X										
			X	X	X	X	X				X	X	X	X	X	X	X	X	
SO2214	Contemporary Thinkers	O	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	
SO2002	Sociology of Religion	O	X	X	X		X	X	X		X	X	X	X	X	X	X	X	
FR2002	French Ab Initio Language and Society 1	O							X										
				X	X		X					X		X	X			X	
FR2003	French Ab Initio Language and Society 2	O							X										
				X	X		X					X		X	X			X	
FR2001	French Language and Society 1	O							X										
				X	X		X					X		X	X			X	
FR2203	French Language and Society 2	O							X										
				X	X		X					X		X	X			X	
GM2000	German Ab Initio Language and Society 1	O							X										
				X	X		X					X		X	X			X	

RB3003	Religion in a Global Village	O	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
RB3007	Religion, Culture & Media	O	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
FR3001	French Language (after period abroad)	O					X		X		X		X	X				X
FR3061	French Language	O					X		X		X		X	X				X
FR3002	French Language in Context	O	X	X	X		X	X	X		X		X		X	X	X	X
GM3001	German Language (after period abroad)	O					X		X		X		X		X	X		X
GM3105	German Language	O					X		X		X		X		X	X		X
GM3115	Contemporary German Literature and Society	O	X	X	X		X		X		X		X		X	X	X	X

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: CertHE

A1. Outline insights and findings of a range of humanities and social science disciplines (especially in light of the distinction between empirical, explanatory, interpretative and normative claims).

A2. Explain some of the ways that culture, language, history, and broader social forces affect the ways in which cultural texts, artefacts and practices are produced and reproduced

A3. Explain how understandings of self, world, society, power and equality/inequality may be formed in relation to literary, historical, political, philosophical and cultural texts, artefacts and practices

A4. Utilise theories and/or research methodologies developed within the arts, humanities and social sciences

B1. Interpret, analyse, reflect upon and critically evaluate a variety of texts and other primary and secondary sources with due sensitivity to their historical, cultural and intellectual context.

B2. Critically examine ideas, theories and social practices from a range of perspectives

B3. Employ appropriate scholarly forms and techniques in academic writing

C1. Analyse, assess and synthesise different kinds of primary and/or secondary evidence

C2. Construct, defend and critique reasoned arguments – respecting relevant logical distinctions and norms of discourse

C3. Exercise independent thought and judgement while engaging with the opinions, theories and judgements of others - both orally and in writing

C4. Identify and critically evaluate key assumptions and presuppositions

D1. Work effectively both independently and in groups

D2. Identify, collect and evaluate information from a variety of sources

D3. Communicate complex ideas and arguments effectively, in oral, written and/or digital form

D4. Show competence in time management, organisation and planning, meeting deadlines and managing competing demands

Learning outcomes for the award of: DipHE:

A1. Outline insights and findings of a range of humanities and social science disciplines (especially in light of the distinction between empirical, explanatory, interpretative and normative claims).

A2. Explain some of the ways that culture, language, history, and broader social forces affect the ways in which cultural texts, artefacts and practices are produced and reproduced

A3. Explain how understandings of self, world, society, power and equality/inequality may be formed in relation to literary, historical, political, philosophical and cultural texts, artefacts and practices

A4. Utilise theories and/or research methodologies developed within the arts, humanities and social sciences

B1. Interpret, analyse, reflect upon and critically evaluate a variety of texts and other primary and secondary sources with due sensitivity to their historical, cultural and intellectual context.

B2. Critically examine ideas, theories and social practices from a range of perspectives

B3. Employ appropriate scholarly forms and techniques in academic writing

B4. Complete, with supervision, an independent research project in a relevant academic area, involving the location of appropriate sources, principally self-directed study and critical analysis

C1. Analyse, assess and synthesise different kinds of primary and/or secondary evidence

C2. Construct, defend and critique reasoned arguments – respecting relevant logical distinctions and norms of discourse

C3. Exercise independent thought and judgement while engaging with the opinions, theories and judgements of others - both orally and in writing

C4. Identify and critically evaluate key assumptions and presuppositions

D1. Work effectively both independently and in groups

D2. Identify, collect and evaluate information from a variety of sources

D3. Communicate complex ideas and arguments effectively, in oral, written and/or digital form

D4. Show competence in time management, organisation and planning, meeting deadlines and managing competing demands

Learning outcomes for the award of: Bachelor Degree:

A1. Outline insights and findings of a range of humanities and social science disciplines (especially in light of the distinction between empirical, explanatory, interpretative and normative claims).

A2. Explain some of the ways that culture, language, history, and broader social forces affect the ways in which cultural texts, artefacts and practices are produced and reproduced

A3. Explain how understandings of self, world, society, power and equality/inequality may be formed in relation to literary, historical, political, philosophical and cultural texts, artefacts and practices

A4. Utilise theories and/or research methodologies developed within the arts, humanities and social sciences

B1. Interpret, analyse, reflect upon and critically evaluate a variety of texts and other primary and secondary sources with due sensitivity to their historical, cultural and intellectual context.

B2. Critically examine ideas, theories and social practices from a range of perspectives

B3. Employ appropriate scholarly forms and techniques in academic writing

B4. Complete, with supervision, an independent research project in a relevant academic area, involving the location of appropriate sources, principally self-directed study and critical analysis

C1. Analyse, assess and synthesise different kinds of primary and/or secondary evidence

C2. Construct, defend and critique reasoned arguments – respecting relevant logical distinctions and norms of discourse

C3. Exercise independent thought and judgement while engaging with the opinions, theories and judgements of others - both orally and in writing

C4. Identify and critically evaluate key assumptions and presuppositions

D1. Work effectively both independently and in groups

D2. Identify, collect and evaluate information from a variety of sources

D3. Communicate complex ideas and arguments effectively, in oral, written and/or digital form

D4. Show competence in time management, organisation and planning, meeting deadlines and managing competing demands

D5. Deploy elements of a personal portfolio of evidence in support of potential job applications

8.2 Programme Specification, BA (Hons) Humanities and Social Sciences (Foundation Entry)

<p>UNIVERSITY OF CENTRAL LANCASHIRE</p> <p>Programme Specification</p>
--

14. Awarding Institution / Body	University of Central Lancashire
15. Teaching Institution and Location of Delivery	Main Campus Wigan and Leigh College
16. University School/Centre	School of Education & Social Science
17. External Accreditation	N/A
18. Title of Final Award	BA (Hons) Humanities and Social Sciences (Foundation Entry): Non-award bearing programme: first stage of four-year degree course
19. Modes of Attendance offered	Full-time
20. UCAS Code	TBC
21. Relevant Subject Benchmarking Group(s)	N/A
22. Other external influences	N/A
23. Date of production/revision of this form	June 2015
24. Aims of the Programme	
<ul style="list-style-type: none"> • To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study. • To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education. • To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education. • To introduce learners to a range of generic study skills related to learning formally and independently in higher education • To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning 	

- To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development.

- To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.

25. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme, students will be able to demonstrate knowledge of the following.

- A1. The nature of Higher Education and its opportunities and challenges for the student
- A2. The attributes and knowledge required to embark on degree study and beyond.
- A3. Strategies for effective learning
- A4. Their personal strengths and weaknesses as learners

Teaching and Learning Methods

- Lectures and seminars
- Directed study of textbooks and online resources
- Tutorial groups
- Self-directed study
- Class discussion
- workshops

Assessment methods

- Project/portfolio work
- Essay planning and essay writing
- Presentations
- On-line tests
- Group-work

B. Subject-specific skills

At the end of the programme the students will be able to do the following.

- B1. Demonstrate a basic knowledge of the nature and scope of one or more subjects in the area of Humanities and Social Sciences.
- B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.

Teaching and Learning Methods

- Lectures and seminars
- Workshops

Assessment methods

- Essays
- Projects

C. Thinking Skills

At the end of the programme the students will be able to do the following.

- C1. Demonstrate insight into, and engagement with, a variety of primary and secondary sources.
- C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students.
- C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments
- C4. Demonstrate basic skills of independent learning and research, including the ability to identify, marshal and evaluate relevant primary and secondary source materials
- C5. Demonstrate reflective decision making in planning for the next stage of their degree course.

Teaching and Learning Methods

- Seminars and tutorials
- Direct and hands-on approach to source material, including e-sources
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

Assessment methods

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project
- on-line testing

D. Other skills relevant to employability and personal development

At the end of the programme the students will be able to do the following.

- D1. Work independently, or with limited guidance, where appropriate
- D2. Make personal, educational and career action plans to support future development
- D3. Demonstrate basic transferable skills necessary for employability and personal development

Teaching and Learning Methods

- seminars and tutorials
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

Assessment methods

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 3 (F)	*HUC110 Compulsory	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	20	<p>BA (Hons) Humanities and Social Sciences (Foundation Entry)</p> <p>Foundation Year requires completion of 120 credits at Level 3.</p> <p>Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes:</p> <p>FdA Community Leadership BA (Hons) Criminology and Criminal Justice FdA Criminology and Sociology BA (Hons) Criminology and Sociology BA (Hons) BSL/Deaf Studies BA (Hons) Education and Deaf Studies BA (Hons) Education and History BA (Hons) Education and Professional Studies BA (Hons) Education and Psychology BA (Hons) Education and Sociology BA (Hons) Film and Media Studies BA (Hons) History BA (Hons) History and Politics BA (Hons) Philosophy BA (Hons) Politics and Philosophy BA (Hons) Politics and Social Policy BA (Hons) Religion, Culture and Society BA (Hons) Sociology</p> <p>Students who exit after the Foundation year will receive a transcript of their modules and grades.</p>
	*HUC111 Compulsory	DEVELOPING ACADEMIC KNOWLEDGE	20	
	*HUC114 Compulsory	TARGET AWARD EXTENDED STUDY	20	
	*HUC115 Compulsory	Learning by Experience	20	
	*CJC101 Option	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	20	
	EDC101 Option	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	20	
	HYC101 Option	INTRODUCTION TO HISTORY	20	
	PIC101 Option	INTRODUCTION TO PHILOSOPHY	20	
	*SOC101 Option	INTRODUCTION TO SOCIOLOGY	20	
	FIC001 Option	Film and Media Theory	20	
	ENC012 Option	Introduction to Literature	20	
	ENC013 Option	Introduction to Creative Writing		
	FZC004 Option	Key Themes in Archaeology	20	
	PSC005 Option	Introduction to Psychology	20	
<p>*The modules marked with an asterisk are approved for franchised delivery at Wigan & Leigh College, ie: HUC110, HUC111, HUC114, HUC115, CJC101 and SOC101.</p>				

15. Personal Development Planning

Personal Development Planning is supported primarily through the core module HUC112, Informed Decision Making. The aim of this module is to provide a structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. However the students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Students applying at age 18 will need to achieve minimum entry qualifications of 160 points at A level or equivalent. Non-standard, mature applicants will be interviewed by the Course Leader to assess their potential to benefit from the programme.

Students must be able to demonstrate competence in English Language to GCSE grade C level or its equivalent. Those who do not hold a qualification at this level or provide documentary evidence prior to entry will be expected to undertake an English assessment at the interview stage.

The English entry requirement for International or non UK students is an IELTS score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

Motivation, commitment and enthusiasm are also expected for entry on to the programme.

17. Key sources of information about the programme
<ul style="list-style-type: none">• UCLan website: http://www.uclan.ac.uk/study_here/undergraduate_study.php
<ul style="list-style-type: none">• The Course Handbook
<ul style="list-style-type: none">• The UCAS website: http://www.ucas.ac.uk/

