

## **BA in History with Latin**

**UCAS code: V1 Q6**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	History, Classics and Ancient History
Faculty of Arts and Humanities	Programme length: 3 years
For students entering Part 1 in 2004	Date of specification: October 2001
Programme Director:	Mr Roy Wolfe
Programme Adviser:	Dr Helen King, Dr Gill Knight
Board of Studies:	History and Classics
Accreditation:	Not appropriate

### **Summary of programme aims**

The programme aims to provide a thorough degree-level education in History with Latin. It aims to produce graduates who have developed a command of the research, analytical, and interpretative aspects of the historical method through study of the broad sweep of post-classical history, and who have experience of linguistic, literary, thematic and genre-based approaches to the cultures of antiquity. The development of language skills in Latin is a distinctive aspect of the programme.

### **Transferable skills**

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

History and Latin are disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Also integral is the collection, collation and analysis of substantial quantities of material and its communication and presentation. History also prompts an awareness of numeracy through chronology, periodisation, and basic quantification. In addition, students utilise the powerful tools of research, analysis, and presentation associated with information technology in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work and, where appropriate, the use of more sophisticated databases and exploitation of the internet. Language skills in Latin are developed throughout the degree.

### **Programme Content**

Each Part comprises 120 credits. In Part 1 40 credits are taken from History and 40 from Latin; the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In Parts 2 and 3, 80 credits are taken from History modules and 40 from Latin modules in each Part.

Part 1 develops the students' linguistic skills in Latin and develops students' critical awareness of historical issues such as causation, contextualization, and the value of both primary and secondary sources. Part 2 develops the students' knowledge of Latin language and literature and fosters an awareness of the role of the classics in the shaping of modern Western culture. In addition, students choose a thematic option unit. The History element focusses upon periodization and enables students to engage with the broad sweep of historical change in two contrasting periods. A skills component is attached to each module. In Part 3, there is an increasing specialisation and progression to approach topics in greater depth through the provision of optional units and the opportunity to research a dissertation topic in depth. In History, students may study a Special Subject rather than choose Topics.

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

**Part 1 (three terms)** *Credits    Level*

**In History (40 credits)**

*Compulsory modules for History*

HS1APH	Approaches to History	20	C
HS1LMH	Landmarks in History	20	C

*Optional module which may only be taken if the compulsory modules are also studied*

HS1DSH	Directed Study in History } corequisites	20	C
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**In Classics (40 credits minimum, 60 credits maximum)**

*Compulsory modules*

CL1IL	Intermediate Latin	40	C
	<u>or</u>		
CL1AL	Advanced Latin	40	C

*Optional Modules*

CL1CA	Greek and Roman Civilisations: Fifth Century Athens	20	C
CL1CB	Greek and Roman Civilisations: Augustan Rome	20	C
CL1GRF	Greece and Rome on Film	20	C
CL1BG/AG	Beginners or Advanced Greek	40	C

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

**In History (80 credits)**

*Compulsory Modules for History*

All students take the Directed Historiographical Essay module, two modules from different Periods and their corequisite skills modules.

HS2DHE	Directed Historiographical Essay	20	I
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**Period and Skill in Medieval History from:**

HS2P01	Byzantine Empire 324-1453	20	I
HS2K01	Skills in Byzantine Empire 324-143	10	I
HS2P02	Britain and Europe, c.550-c.750	20	I
HS2K02	Skills in Britain and Europe, c.550-750	10	I
HS2P03	The Medieval West 1050-1200	20	I
HS2K03	Skills in The Medieval West 1050-1200	10	I
HS2P04	England 1272-1485	20	I
HS2K04	Skills in England 1272-1485	10	I
HS2P05	Women in the Medieval and Renaissance Worlds: England and Europe, c.1100-c.1650	20	I
HS2K05	Skills in Women in the Medieval and Renaissance Worlds: England and Europe, c.1100-c.1650	10	I

**Period and Skills in Early Modern History:**

HS2P31	Europe 1450-1600: Government, Culture and Society	20	I
HS2K31	Skills in Europe 1450-1600: Government, Culture and Society	10	I
HS2P32	Britain in Europe, 1500-1707	20	I

HS2K32	Skills in Britain in Europe, 1500-1707	10	I
HS2P33	First Industrial Nation: Industrial Growth in Britain, 1560-1880	20	I
HS2K33	Skills in First Industrial Nation: Industrial Growth in Britain, 1560-1880	10	I
HS3P34	Change and Stability in Europe of the Old Regime, 1500-1800	20	I
HS2K34	Skills in Change and Stability in Europe of the Old Regime,, 1500-1800	10	I
HS2P35	British History 1640-c.1800	20	I
HS2K35	Skills in British History 1640-c.1800	10	I
HS2P36	The Making of Early Modern Britain, 1450-1640	20	I
HS2K36	Skills in The Making of Early Modern Britain, 1450-1640	10	I

**Period and Skill in Modern History:**

HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P62	Union and Disunion: The United States from Revolution to Reconstruction, 1763-187	20	I
HS2K62	Skills in Union and Disunion: The United States from Revolution to Reconstruction, 1763-1877	10	I
HS2P63	Themes in the Social History of Europe 1789-1914	20	I
HS2K63	Skills in Themes in the Social History of Europe 1789-1914	10	I
HS2P64	Questions of Labour History, 1800-1939	20	I
HS2K64	Skills in Questions of Labour History, 1800-1939	10	I
HS2P65	Region, Nation and and Global Power. The United states, 1865 to the Present Day	20	I
HS2K65	Skills in Region, Nation and Global Power. The United States, 1865 to the present day	10	I
HS2P66	Imperial Britain, 1815-1982	20	I
HS2K66	Skills in Imperial Britain, 1815-1982	10	I
HS2P67	A People and a Nation: A Social History of the United States, 1815-1945	20	I
HS2K67	Skills in A People and a Nation: A Social History of the United States, 1815-1945	10	I
HS2P68	Europe since 1870, The Fortunes of the Nation State	20	I
HS2K68	Skills in Europe since 1870, The Fortunes of the Nation State	10	I
HS2P69	Modern British History: The Changing Role of the State since 1870	20	I
HS2K69	Skills in Modern British History: The Changing Role of the State since 1870	10	I
HS2P70	American State and Society and the Wider World, 1890-1990	20	I
HS2K70	Skills in American State and Society and the Wider World, 1890-1990	10	I
HS2P71	Women in Society: a comparison of Britain and America from 1850	20	I
HS2K71	Skills in Women in Society: a comparison of Britain and America From 1850	10	I
HS2P72	The Development of Modern Britain: Town and Country since 1800	20	I
HS2K72	Skills in The Development of Modern Britain: Town and Country since 1800	10	I
HS2P73	The Poor and the Masses in Britain and France, 1789-1914	20	I
HS2K73	Skills in The Poor and the Masses in Britain and France, 1789-1914	10	I

## In Classics (40 credits)

### Compulsory modules

Mod Code	Module Title		
CL2IL	Intermediate Latin	20	I
	<i>or</i>		
CL2AL	Advanced Latin	20	I

### Optional modules:

Mod Code	Module Title		
CL2AE	Ancient Epic	20	I
CL2GD	Greek Drama	20	I
CL2LP	Roman Love Poetry	20	I
CL2EG	Egypt and Greece	20	I
CL2AP	Greek and Roman Painting	20	I
CL2AS	Greek and Roman Sculpture	20	I
CL2RL	Religions of the Roman World	20	I
CL2CM	Classical Mythology	20	I
CL2GH	Greek History	20	I
CL2RR	Roman Republic	20	I
CL2RE	Roman Empire	20	I
CL2GL	Greek Lyric Poetry	20	I
CL2PS	Plato	20	I
CL2EP	Early Greek Philosophy	20	I
CL1BG2	Beginners Ancient Greek	20	I
CL2IG	Intermediate Greek II	20	I
CL2AG	Advanced Greek II	20	I
CL2LL	Later Latin Authors	20	I
LA1PK1	IWLP Modern Greek	20	C
LA1PK2	IWLP Modern Greek	20	C

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

## Part 3 (three terms)

*Credits Level*

### In History (80 credits):

*Students choose either two 20 credit Topic modules to make a total of 40 credits, or a Special Subject consisting of two corequisite modules of 20 credits each, totalling 40 credits. All students take the dissertation module in History.*

### Topics

HS3T01	The Vikings	20	H
HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3T03	Art and Society in France and Italy in the High Middle Ages	20	H
HS3T04	German Imperial Age	20	H
HS3T05	The Medieval Town	20	H
HS3T06	Hundred Years War	20	H
HS3T07	The Church in England in the Middle Ages	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from the Peace of Lodi to the Battle of Lepanto	20	H

HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T12	English Rural Society, 1793-1914	20	H
HS3T13	The French Revolution	20	H
HS3T14	'Integrating America?': Immigrants in American Society, c.1815-1945	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	Green and Pleasant Land: The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T18	The 'New South': 1895-1940	20	H
HS3T19	Women in Britain, 1919-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and Resistance	20	H
HS3T21	The Nuremberg Trial and the Third Reich	20	H
HS3T22	Hidden History: The Intelligence Service and British Politics, 1911-1985	20	H
HS3T23	Popular Protest and Political Change in America, 1930-1980	20	H
HS3T24	Modern American Utopias	20	H
HS3R25	Medieval Magic and the Origins of the Witch-craze	20	H
HS3T26	The English Nobility 1500-1642	20	H
HS3T27	Women and Politics in England, 1485-1660	20	H
HS3T28	De Gaulle's France, 1890-1970	20	H
HS3T29	Labouring Women in the English Countryside, 1800-1870	20	H
HS3T30	Ireland and the English in the Middle Ages	20	H
HS3T31	From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945	20	H
HS3T33	The Weaker Sex? Women in Britain, 1850-1914	20	H
HS3T34	An Historical Approach to British Rural Sociology	20	H
HS3T35	Religion, Society and Politics in France, 1789-1914	20	H
TY2BH	Book History: from clay tablets to computer screens	20	I
IT207	Italian History and Society since 1945: Conflict, Consumerism And Change	20	I
IT314	The South since 1860: Images and Reality	20	H
FR207	France in the Age of Revolutions, 1750-1870	20	I
FR209	Five Wars and Three Republics: France 1870-1962	20	I
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H

### Special Subject (A & B):

HS3S01, HS3S51	Gregory of Tours and his World, A & B	40	H
HS3S02, HS3S52	The Crusader States in the Twelfth Century, A & B	40	H
HS3S03, HSES53	The Reign of Richard II, A & B	40	H
HS3S04, HS3S54	The English Peasantry, 1350-1450, A & B	40	H
HS3S05, HSES55	Rituals, Myths and Magic in Early Modern Europe, A & B	40	H
HS3S06, HS3S56	Elizabeth's War with Spain, 1585-1604, A & B	40	H
HS3S07, HS3S57	Agriculture and Society in Early Modern England, A & b	40	H
HS3S08, HS3S58	1688: Monarchy and Revolution in Britain, A & B	40	H
HS3S09, HS3S59	The American Revolution, A & B	40	H
HS3S10, HS3S60	The Unification of Italy, A & B	40	H
HS3S11, HS3S61	Priests, Prelates and People: Religious Life in Nineteenth Century France, A & B	40	H
HS3S12, HS3S62	Intellectual and Cultural Revolution in Europe, 1880-1930, A & B	40	H

HS3S13, HS3S63	Slavery and Slave Culture in the Antebellum USA, A & B	40	H
HS2S14, HS3S64	Britain at War, 1939-1945, A & B	40	H
HS3S15, HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, A & B	40	H
HS3S16, HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A & B	40	H
HS3S17, HS3S67	From Theory to Practice: International Communism, 1902-4340 A & B		H
HS3S18, HS3S68	Sex and Society in Victorian Britain, A & B	40	H
HS3HLD	Dissertation	40	H

### **In Classics (40 credits):**

#### *Compulsory modules*

Mod Code	Module Title		
CL3IL	Intermediate Latin	20	H
	or		
CL3AL	Advanced Latin	20	H

#### *Optional module:*

Mod Code	Module Title		
CL3AB	Ancient Biography	20	H
CL3G	Ancient Greek Gods	20	H
CL3AR	Aristotle	20	H
CL3CN	Conversion of the Roman Empire	20	H
CL3GD	Gender in the Ancient World	20	H
CL3AM	Greek and Roman Medicine	20	H
CL3GA	Greek Art and Drama	20	H
CL3HL	Hellenistic Philosophy	20	H
CL3LL	Litigation and Life in the Graeco-Roman World	20	H
CL3NC	New Comedy	20	H
CL3HO	Odes of Horace	20	H
CL3OA	Oedipus and Antigone in the 20 <sup>th</sup> Century	20	H
CL3PW	Peloponnesian War	20	H
CL3PP	Pornography and Power in the Graeco-Roman World	20	H
CL3RM	Renaissance Medicine	20	H
CL3RL	Roman Life Cycle	20	H
CL3RF	Rome On Film	20	H
CL3ST	Special Topics in Greek Tragedy	20	H
CL3TC	Tourism, Classics and National Identity	20	H
CL3UA	Uses and Abuses of Antiquity	20	H
CL3BG	Beginners Greek III	20	H
CL3IG	Intermediate Greek III	20	H
CL3AG	Advanced Greek III	20	H
LA1PK1	IWLP Modern Greek	20	H
LA1PK2	IWLP Modern Greek	20	H

### **Progression requirements**

- (a) To proceed from Part 1 to Part 2 students should achieve an overall average of 40% in 120 credits taken in the examination, and at least 40% in 20 credits of History and in 40 credits of Classical Studies. *NB, candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
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- (b) To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination.
- (c) In both cases they should achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.
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### **Summary of teaching and assessment**

In History, at Part 1, teaching is by lectures and seminars. At Parts 2 and 3, it is principally by seminars. The Dissertation is supervised in a series of tutorials with an individual supervisor. Part 1 modules are assessed by examinations while modules in parts 2 and 3 are assessed by a mixture of coursework and timed examination. The Part 2 Skills modules are assessed through portfolios of skills while the Dissertation is assessed both as coursework and through oral presentation. Latin is taught in small groups throughout the course. The rest of the teaching is delivered by a mixture of lectures and seminars in Parts 1, 2 and 3, with a greater emphasis on seminars in Part 3.

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

### **Admission requirements**

Some knowledge of Latin is required: at least GCSE Latin, or equivalent. Entrants to this programme are normally required to have obtained:

Grade C or better in English in GCSE; and achieved

UCAS Tariff: 260 points with 3 at A2 or 280 points with 3 at A2 and 1 A/S.

International Baccalaureat: 30 points

Scottish Highers: BBBB

Irish Leaving Certificate: BBBBC

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

All applicants are considered on their individual merits and the Department may vary these requirements if it sees fit.

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

*International applicants.* Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the Admissions Secretary who will pass your query to an appropriate Admissions Tutor. The current Admissions Secretary is Mrs Elizabeth Berry who can be contacted by:

Telephone – 0118 931 8148

Email – [e.l.berry@reading.ac.uk](mailto:e.l.berry@reading.ac.uk)

Fax – 0118 931 6440

As well as by post.

### **Support for Students and their Learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students reading for a modern-language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

The Handbooks issued to Part 1 and to degree course students provide extensive information on resources and study skills. The History Handbooks are also available on the internet: <http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm>. The University Library is particularly well stocked with works relating to many different aspects of British, European and American history, and cultures of antiquity. The Departmental Libraries contain a range of reference works which can be used by students and offer congenial study spaces. In the History Department, students are supported and advised by the Degree Course Tutor. There is also full written feedback on essay work. Each module teacher gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. Liaison officers for both History and Classics coordinate the programme. The Department of Classics is the Curator of the Ure Museum of Greek Archaeology.

### **Career prospects**

Graduates in History with Latin have found that their degree course has been a good basis for careers in teaching, management, administration, the civil service, commerce, law, publishing, and librarianship. Graduates have also gone on to postgraduate courses within the field of the Classics at Reading and elsewhere.

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

Students may spend a period of study abroad, normally during Part 2, through either the Department of Classics' Socrates exchange with the University of Aarhus or the various links of the History Department under the Socrates scheme. A study period abroad is also possible in conjunction with the American Studies programme's exchange.

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

The programme aims to provide a thorough degree-level education in History with Latin. The syllabus aims to provide students with a broad appreciation of historical events, structures, forces and agents, causation and interpretation, and familiarise them with the Latin language, as well as the literature, art, philosophy and history of Greek and Roman cultures and their reception and use in modern culture. It also provides students with the opportunity to study more thematic topics in depth. The programme provides for the development of the specific interests of students through independent study and, specifically, the dissertation. Students will expand the range, depth and sophistication through the structured progression through Parts 1, 2, and 3 of the programme.



## Programme Outcomes

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

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. The Latin language</li><li>2. The history and political and social organisation of a range of cultures, both classical and modern</li><li>3. The literature, thought, art and religion of antiquity</li><li>4. a diverse range of primary materials as defined by period and culture</li><li>5. a range of problems of interpretation and evaluation of primary materials</li><li>6. a range of techniques and methodologies and the nature of debate and dispute in historical writing</li><li>7. the reception of Graeco-Roman culture in the West</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Knowledge and understanding are gained through formal teaching (small-group classes, lectures, seminars, and individual essay feedback), recommended reading, and the writing of essays and a dissertation.</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework and formal examination. The Dissertation and an associated oral presentation also contribute.</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"><li>1. engage in analytical and evaluative thinking about texts, sources, arguments and interpretations, independently estimating their relevance to the issue in question, discriminating between opposing theories, and forming judgements on the basis of evidence and argument</li><li>2. accumulate and apply information and perspective in a structured manner</li><li>3. identify and appreciate the forces which generate historical change</li><li>4. negotiate both primary and secondary sources in history, and demonstrate how they inter-relate</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Skills will be introduced in lectures and language classes, developed through reading, writing of essays, dissertation and examination. Through essay, portfolio, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. Students' abilities to negotiate primary and secondary sources in History are developed, in particular, through supervised exercises in Periods and the Special Subject.</p> <p><i>Assessment</i></p> <p>Essay, language tests, and portfolio work tests all aspects of intellectual skills, while examinations assess the ability to marshal information and arguments under given time constraints, and according to a variety of conventions, involving open book, seen and unseen papers. The Dissertation represents the evaluation of personal research and creative interpretation.</p>
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**C. Practical skills – able to:**

1. analyse, understand and translate Latin texts
2. gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence
3. develop the capacity for critical judgement in the light of evidence and argument
4. select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
5. have effective bibliographical and library research skills
6. use IT to access sources and information relating to a subject
7. engage in group discussion and debate on historical issues
8. develop a critical self-awareness as a working historian

**Teaching/learning methods and strategies**

These are developed through the deployment of small-group classes, seminar classes and essay assignments. Oral presentation also constitutes a percentage of the assessment of the dissertation. In History, the Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Feedback on an individual basis combined with the University's PAR scheme encourages constructive self-criticism.

*Assessment*

Coursework and examinations, as well as in the dissertation.

**D. Transferable skills – able to:**

1. apply language skills to learn languages other than Latin
2. deploy a range of IT resources effectively
3. present material orally in a clear and effective manner
4. present material in a written form, with discrimination and lucidity in the use of language, professional referencing, and clear layout
5. work creatively, flexibly and adaptably with others
6. to write and think under pressure and to meet deadlines
7. show a competence in numeracy within the parameters of the subject
8. assess aptitudes in preparation for a career

**Teaching/learning methods and strategies**

In lectures and seminars and applied in self-study and writing of assignments. Oral presentation also constitutes a percentage of the assessment of the dissertation. In History, the Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

*Assessment*

Coursework and examinations, as well as in the dissertation

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate, if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.