Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

SCHOOL OF HUMANITIES

LEVEL 6

FACULTY OF EDUCATION,COMMUNITIES & CULTURE

2026-2027

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2026/27. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the academic representatives for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. Your opinion is valued.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Managers are also listed below.

Programme of Study	Programme Manager	Tel. No.	E-mail
Ancient Civilisations	Harriett Webster		h.webster@uwtsd.ac.uk
Ancient History	Harriett Webster		h.webster@uwtsd.ac.uk
Anthropology	Harriett Webster		h.webster@uwtsd.ac.uk
Archaeology	Harriett Webster		h.webster@uwtsd.ac.uk
History	Harriett Webster		h.webster@uwtsd.ac.uk
Creative Writing	Rebekah Humphreys	+4401570 424975	r.humphreys@uwtsd.ac.uk
English	Rebekah Humphreys	+4401570 424975	r.humphreys@uwtsd.ac.uk
Liberal Arts	Tristan Nash		t.nash@uwtsd.ac.uk
Philosophy	Rebekah Humphreys	+4401570 424975	r.humphreys@uwtsd.ac.uk
Religion	Rebekah Humphreys	+4401570 424975	r.humphreys@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	**External Examiner for 2026/27 (forename/surname)**	**External Examiner for 2025/26 (if different to current)**
BA Bible & Theology		Dr Kim Fowler
BA Archaeology with Egyptian Culture & Ancient Civilisations		Dr Marina Escolano-Poveda
BA Bible & Theology & A Philosophy, Religion & Ethics		Dr Taido Chino
BA Ancient History		Dr Alfred Hirt
BA Archaeology		Dr Joanne Clarke
BA Creative Writing		Dt Duncan Dicks
BA Religious Studies; Liberal Arts; Religion, Philosophy & Ethics; History; Anthropology		Professor Wendy Dossett
BA Philosophy; Religion, Philosophy & Ethics; Philosophy, Religion & Ethics		Professor Lloyd Strickland
BA History; Conflict and War; Conflict, War and Society		Dr Samantha Knapton
BA Medieval Studies; Celtic and Medieval Studies		Dr Emma Cavell
BA Celtic Studies; Celtic & Medieval Studies		Dr Marion L**ö**ffler

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR 2026/27

The academic year 2026/27 will be divided up as follows:

Semester 1:	21/09/26 - 24/01/27
Semester 2:	25/01/27 - 23/05/27
Induction Week:	21/09/2026
Block 1:	28/09/2026 – 23/10/2026
Block 2:	02/11/2026 – 27/11/2026
Block 3:	07/12/2026 – 22/01/2027
Block 4:	01/02/2027 – 26/02/2027
Block 5:	12/04/2027 – 23/04/2027
Block 6:	26/04/2027 – 21/05/2027
Reading Weeks:	26/10/2026; 30/11/2026; 25/01/2027; 01/03/2027
Holidays:	14/12/2026 – 31/12/2026; 22/03/2027 – 09/04/2027

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are fully enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement. If your enrolment status is partially enrolled, this means that you have outstanding documents not provided to the University. Please log in to your MyTSD account to check for pending documents and submit the required items as early as possible. You can direct all enrolment related queries to enrolment@uwtsd.ac.uk. The non-completion of enrolment may lead to your withdrawal from the programme. Additionally, as outlined in the student agreement you must ensure that all relevant tuition fees are paid by the due date. Late or non-payment of fees may invoke sanctions from the University, up to and including the non-release of transcripts and withdrawal from the University.

My Student Record / MyTSD

You can view your personal details on MyTSD and make requests to amend data when your circumstances change. It is important to keep your personal details up to date. You can use MyTSD to:

- enrol for the new academic year
- generate a 'Confirmation of enrolment' letter
- generate a council tax exemption letter and/or bank letter
- view enrolment and module registration details
- amend your address
- check your financial information (e.g. fees due)
- submit a programme change request
- apply for 'Extenuating Circumstances'
- apply for student bursaries
- check your module results and examining board decision
- request to withdraw from your studies
- register to attend your graduation ceremony (when applicable)

Failure to keep your personal details up to date can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- not being able to borrow materials from the Library and Learning Resources
- not being able to use the Information Technology services;
- potential non-compliance with visa regulations.

Please take time to check your enrolment details on MyTSD. The MyTSD portal home page will appear in the language you selected at enrolment (English or Welsh), but it is also possible to toggle to the other language once you have logged in to MyTSD, by clicking on the red button on the homepage.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the Student Records and Enrolment Team. All DBS related queries should be directed to dbs@uwtsd.ac.uk.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

Module Credit Rating:

Each module has a credit rating, which indicates how significant it is to your degree. To pass a level of study and either continue or graduate, you need to complete a specific number of credits. A module's credit rating affects its assessment and the hours of learning required.

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Examining Board are provisional.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered.

Submitting written work in Welsh
The University is committed to promoting the Welsh language and encourages its students to develop their bilingual skills. The University offers programmes through the medium of both English and Welsh. The University offers many Welsh-medium or bilingual courses, varying from whole courses, individual modules to bilingual provision across modules. By continuing to study your course completely or partly through the medium of Welsh, you will develop your skills in two languages, Welsh and English, which will open doors for you when you leave the University, as more employers than ever before are looking for staff with bilingual skills.

As a student at UWTSD you have a right to submit coursework and sit exams through the medium of Welsh, even if you've chosen to study through the medium of English. Your Programme Manager / Module Lead will ask you at the beginning of the module

whether you wish to submit in Welsh or English. Welsh language assignments will be assessed in exactly the same way as those written in English.

Academic Support Tutor
Some courses will offer an academic support tutor, and you have the right to express your choice to have a Welsh-speaking tutor to facilitate this. Should you wish to express this, contact the Programme Manager / Module Lead as soon as possible, to allow time for the Faculty to make the appropriate arrangements.

Extenuating Circumstances
If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website and forms part of the *Mitigating Circumstances Policy* associated with Chapter 12 of the Academic Quality Handbook:
https://www.uwtsd.ac.uk/academic-quality-handbook

Additional needs in terms of assessment
If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/disability-support

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
https://www.uwtsd.ac.uk/academic-quality-handbook

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
https://www.uwtsd.ac.uk/academic-quality-handbook

Responsibilities of students in relation to the assessment process
You are responsible for ensuring that:

i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
iii) You attempt every assessment component of a module.
iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.

v) You submit work for assessment as required and in accordance with the required format and deadline.
vi) You inform your Programme Manager or Student Services of any disability or long-term impairment which might require special provisions for assessment.
vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.
viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
ix) You keep copies of all drafts of work presented or submitted for assessment wherever feasible.
x) You make your work available for sampling for external examining purposes.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials such as video lectures, documents, resource / reading lists and participating in elearning activities
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks and collaborative learning activities.
- Take online assessments with automatic marking and feedback facilities
- Submit written assessments via Turnitin and video assessments via Panopto and receive grades and feedback
- Access academic skills development and digital content.

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Messaging student cohorts, and organising students into cohort groups
- Tracking student engagement and activity completion progress in modules.
- Administration of online surveys, such as module evaluation questionnaires.

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb - Access your Hwb dashboard either by logging into a campus PC and opening Microsoft Edge browser, or accessing https://hwb.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website - navigate to https://uwtsd.ac.uk/ and select Current Students (top right side of screen) and then Moodle.
3. URL Input - Open any browser on an internet-connected device and navigate to https://moodle.uwtsd.ac.uk

If you are already signed into the Hwb or Office 365 you should be automatically signed into Moodle when you connect; if not log in using your Network username and password which are the same as used to access a campus PC.

If you are missing any modules from your Moodle homepage, please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:
Web: ServiceNow
Tel: 0300 500 5055
Or visit https://www.uwtsd.ac.uk/it
In any correspondence, please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages

Further information on using online and digital resources can be found at https://digitallearning.uwtsd.ac.uk/

ASSESSMENT FEEDBACK VIA TURNITIN

For feedback provided through Turnitin, there are four areas to get your feedback: general comments in the comments box, audio feedback, in-line comments within the body of your written work, and the marking rubric.

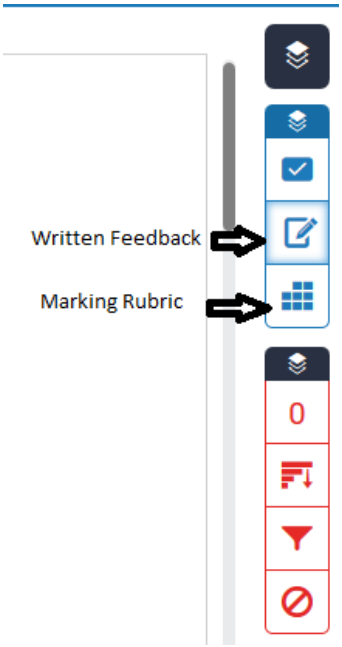
Written and audio feedback will comment on the overall work.

In-line comments provide feedback about specific elements within the body of the text.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



PROGRAMMES OF STUDY

(1) **BA (Hons) Ancient Civilisations**

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1: Demonstrate a broad and comparative understanding of a variety of ancient societies, with a focus upon their historical, cultural, social and political organisation;
KU2: Demonstrate a broad and comparative knowledge of how different ancient civilisations understood themselves and the world around, through investigations into the religious, philosophical, ritualistic, linguistic and dramatic discourses of particular ancient societies and cultures
KU3: Demonstrate a knowledge of and the ability to critically analyse a diverse range of primary sources and evidence, such as literary evidence, historical sources, philosophical texts, archaeological finds and inscriptions, surviving artefacts and visual images;

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1: Demonstrate an ability to collect, organise and deploy evidence and data of varying kinds;
CS2: Select and apply appropriate approaches and methodologies in order to analyse and reflect upon a range of different both primary and secondary resource materials in a systematic and coherent way;
CS3: Use evidence to construct a lucid and coherent argument, both in written form and orally that conforms to accepted scholarly norms and standards

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1: Develop a range of transferable skills, appropriate for the workplace and/or postgraduate study, which might include project design, writing and presentation skills, basic IT skills, and the ability to analyse data and to evaluate and present reasoned arguments, express ideas orally, visually and in writing
PS2: the ability to propose, design and produce a sound, sophisticated, theoretically informed project based on primary data / sources independently, that demonstrates effective presentation skills, structured argument and referencing the work of others successfully
PS3: Plan, undertake and present work that conforms to accepted scholarly norms and standards by using evidence to construct a lucid and coherent argument, both in written form and orally.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1: Gain the ability to formulate, investigate and discuss questions which are directed to specifics of particular ancient societies as well as their shared characteristics; explain theoretical methods and practice borrowed from cognate disciplines such as

archaeology, anthropology and area studies, and reflect on their current practice and developments
KS2: Develop critical awareness, appreciation, sensitivity and informed understanding of the diversity, commonality and complexities of human cultural expression reaching from the past to the present
KS3: Show the ability to work collaboratively and independently, critically reflect upon one's own work in order to apply knowledge using the principles and methods of needed to reflect on ancient civilisations with modern cultures in mind

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Ancient Civilisations**
PROGRAMME MANAGER:	**Harriett Webster**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Modules. 40 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
ECGE6003S	Independent Project	1-6	40	TBC

Optional Modules. Select 80 credits				
Module Code	**Module Title**		**Credits**	**Module Lead**
HPAH6081	Ancestors, Death and Burial	1	20	TBC
HPPH6039	Ancient Chinese Philosophy	1	20	TBC
HPAN6013	Thinking with Things	2	20	TBC
HPAR6012	(Re)presenting and (Re)constructing the Past	3	20	Quentin Drew
HPAH6046	The Life and Times of Caesar and Cicero	4	20	Matthew Cobb / Ruth Parkes
HPAR6004	Excavation and Fieldwork	6	20	Quentin Drew

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(2) BA (Hons) Ancient History and Archaeology

Programme Learning Outcomes

Ancient History
Knowledge and understanding (KU)
KU1 Demonstrate a clear knowledge of the discipline of Ancient History and the related disciplines, and the various areas researched within it.
KU2 State clearly, discuss and demonstrate a sophisticated understandings of the following: political, social, textual, intellectual, historical, religious, ethical, institutional and aesthetic aspects of Ancient History and the related disciplines.
KU3 Discuss and demonstrate, where appropriate, an understandings of the sources material and its interpretation by modern scholars in Ancient History and the related disciplines.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Knowledge and understanding (KU)
KU1 Demonstrate a comprehensive comparative knowledge of the history and archaeology of a number of regions and chronological periods.
KU2 Demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed.
KU3 Demonstrate a critical understanding of the development of archaeology as a discipline and the nature of the written evidence that is available.
KU4 Demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary archaeological data;
KU5 Demonstrate critical comprehension of the problematic and varied nature of archaeological evidence in the field and/or in artefact-based, collections based, or records-based studies.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Ancient History
Cognitive (thinking) skills (CS)
CS1 To be able to appreciate the cultural and historical legacy of Ancient History and the related disciplines in our modern society, and the way this legacy is adapted to modern debates about truth, aesthetics, identity, peace, war and justice.
CS2 Demonstrate sophisticated understanding of the multi-faceted complexity of various historical, philosophical, and cultural texts, epigraphy, material culture and other applicable evidence relating to Ancient History and the related disciplines; for example the relationship between the ideas expressed in these texts and what they can tell us about wider social and cultural structures, norms, aesthetics and aspirations.
CS3 Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, historical, systematic, linguistic, hermeneutical, empirical, speculative, social, scientific and/or archaeological.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Cognitive (thinking) skills (CS)
CS1 Demonstrate a critical understanding of the development of archaeology as a discipline.
CS2 Apply a sophisticated understanding of relevant archaeological concepts and methods and how they relate to other cognate disciplines;
CS3 Analyse and reflect upon a range of archaeological data in a systematic and coherent way.
CS4 Identify problems and evaluate answers or solutions using appropriate scholarly theoretical and scientific principles and concepts.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Ancient History
Practical skills (PS)
PS1 Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience.
PS2 Reflect on and interact with the convictions and behaviours of others.
PS3 Undertake self-directed study/learning (including time management).
PS4 Make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies.
PS5 Use IT and computer skills to identify appropriate source material, support research, and enhance presentations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Practical skills (PS)
PS1 Develop core skills relating to field work (including excavation, survey, recording and sampling).
PS2 The ability to work collaboratively and to participate in group discussion.
PS3 Develop core laboratory techniques (including recording, measurement, quantification, analysis and interpretation of archaeological material.
PS4 Plan, undertake and present work of a scholarly standard that demonstrates and understanding of the aims, theories, methods, techniques and archaeological practice.
PS5 Understand the importance of health and safety in the work (including field and laboratory) environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Ancient History
Key skills (KS)
KS1 Communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths which are clearly presented.
KS2 Represent views other than the student's own, while as appropriate expressing their own identity without denigration of others.
KS3 Show independence in thought, and awareness about one's own arguments and interpretations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Key skills (KS)
KS1 Be able to express with clarity and coherence both orally and in writing producing a logical, well-structured argument fully supported by relevant evidence.
KS2 Act independently in planning and undertaking tasks using data sets or primary data.
KS3 Work as a participant or leader in a team, (in fieldwork, laboratory work and project work) contributing effectively to decision making and the achievement of objectives.
KS4 Use IT to select, present, and communicate information effectively and appropriately.
KS5 Manage time efficiently and effectively in relation to both practical and intellectual skill.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Ancient History and Archaeology**
PROGRAMME MANAGER:	**Harriett Webster**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Please select 80 credits from the Optional modules and only select 1 module per block.
Independent Project can be selected as either an Ancient History or Archaeology subject:

- If you choose to select Independent Project as an Ancient History module, select a further 20 credits from Ancient History module and 60 credits from Archaeology.
- If you choose to select Independent Project as an Archaeology module, select a further 20 credits from Archaeology modules and 60 credits from Ancient History.

Blocks 1 – 6				
Module Code	**Module Title**		**Credits**	**Module Lead**
ECGE6003S	Independent Project	Compulsory	40	TBC
Archaeology – Optional Modules. Select 20 or 60 credits from this group				
Module Code	**Module Title**	**Semester/Block(s)**	**Credits**	**Module Lead**
HPAH6081	Ancestors, Death and Burial	1	20	TBC
HPAN6013	Thinking with Things	2	20	TBC
HPAR6012	(Re)presenting and (Re)constructing the Past	3	20	Quentin Drew
HPHE6013	Difficult Heritage/ Dark Tourism	4	20	Quentin Drew
HPAR6004	Excavation and Fieldwork	6	20	Quentin Drew

Ancient History Optional Modules. Select 20 or 60 credits from this group				
Module Code	**Module Title**	**Semester/Block(s)**	**Credits**	**Module Lead**
HPAH6084	Sparta: An Extraordinary City	2	20	TBC
HPAH6079	Rome Transformed: The World of Late Antiquity	3	20	Matthew Cobb / Ruth Parkes
HPAH6046	The Life and Times of Caesar and Cicero	4	20	Matthew Cobb / Ruth Parkes

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(3) BA (Hons) Ancient History

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1 Demonstrate a clear knowledge of the discipline of Ancient History and the related disciplines, and the various areas researched within it.
KU2 State clearly, discuss and demonstrate a sophisticated understandings of the following: political, social, textual, intellectual, historical, religious, ethical, institutional and aesthetic aspects of Ancient History and the related disciplines.
KU3 Discuss and demonstrate, where appropriate, an understandings of the sources material and its interpretation by modern scholars in Ancient History and the related disciplines.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1 To be able to appreciate the cultural and historical legacy of Ancient History and the related disciplines in our modern society, and the way this legacy is adapted to modern debates about truth, aesthetics, identity, peace, war and justice.
CS2 Demonstrate sophisticated understanding of the multi-faceted complexity of various historical, philosophical, and cultural texts, epigraphy, material culture and other applicable evidence relating to Ancient History and the related disciplines; for example the relationship between the ideas expressed in these texts and what they can tell us about wider social and cultural structures, norms, aesthetics and aspirations.
CS3 Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, historical, systematic, linguistic, hermeneutical, empirical, speculative, social, scientific and/or archaeological.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1 Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience.
PS2 Reflect on and interact with the convictions and behaviours of others.
PS3 Undertake self-directed study/learning (including time management).
PS4 Make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies.
PS5 Use IT and computer skills to identify appropriate source material, support research, and enhance presentations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1 Communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths which are clearly presented.
KS2 Represent views other than the student's own, while as appropriate expressing their own identity without denigration of others.

KS3 Show independence in thought, and awareness about one's own arguments and interpretations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Ancient History**
PROGRAMME MANAGER:	**Harriett Webster**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Modules. 80 credits					
Module Code	**Module Title**		**Block**	**Credits**	**Module Lead**
ECGE6003S	Independent Project	Compulsory	1-6	40	TBC
HPAH6079	Rome Transformed: The World of Late Antiquity	Compulsory	3	20	Matthew Cobb / Ruth Parkes
HPAH6046	The Life and Times of Caesar and Cicero	Compulsory	4	20	Matthew Cobb / Ruth Parkes

Optional Modules. Select 40 credits					
Module Code	**Module Title**		**Block**	**Credits**	**Module Lead**
HPPH6039	Ancient Chinese Philosophy	Optional	1	20	TBC
HPAH6081	Ancestors, Death and Burial	Optional	1	20	TBC
HPAN6013	Thinking with Things	Optional	2	20	TBC

HPAH6084	Sparta: An Extraordinary City	Optional	2	20	TBC

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(4) BA (Hons) Archaeology and Anthropology

Programme Learning Outcomes

Archaeology
Knowledge and understanding (KU)
KU1 Demonstrate a comprehensive comparative knowledge of the history and archaeology of a number of regions and chronological periods.
KU2 Demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed.
KU3 Demonstrate a critical understanding of the development of archaeology as a discipline and the nature of the written evidence that is available.
KU4 Demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary archaeological data;
KU5 Demonstrate critical comprehension of the problematic and varied nature of archaeological evidence in the field and/or in artefact-based, collections based, or records-based studies.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Cognitive (thinking) skills (CS)
CS1 Demonstrate a critical understanding of the development of archaeology as a discipline.
CS2 Apply a sophisticated understanding of relevant archaeological concepts and methods and how they relate to other cognate disciplines;
CS3 Analyse and reflect upon a range of archaeological data in a systematic and coherent way.
CS4 Identify problems and evaluate answers or solutions using appropriate scholarly theoretical and scientific principles and concepts.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Practical skills (PS)
PS1 Develop core skills relating to field work (including excavation, survey, recording and sampling).
PS2 The ability to work collaboratively and to participate in group discussion.
PS3 Develop core laboratory techniques (including recording, measurement, quantification, analysis and interpretation of archaeological material.
PS4 Plan, undertake and present work of a scholarly standard that demonstrates and understanding of the aims, theories, methods, techniques and archaeological practice.
PS5 Understand the importance of health and safety in the work (including field and laboratory) environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Key skills (KS)

KS1 Be able to express with clarity and coherence both orally and in writing producing a logical, well-structured argument fully supported by relevant evidence.
KS2 Act independently in planning and undertaking tasks using data sets or primary data.
KS3 Work as a participant or leader in a team, (in fieldwork, laboratory work and project work) contributing effectively to decision making and the achievement of objectives.
KS4 Use IT to select, present, and communicate information effectively and appropriately.
KS5 Manage time efficiently and effectively in relation to both practical and intellectual skill.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Anthropology
Knowledge and understanding (KU)
KU1 knowledge and understanding of the key concepts, core theories and ethical principles underpinning and shaping anthropology.
KU2 detailed knowledge of specific themes and the intellectual debates concerning them (e.g.: gender, exchange, materialities, power, the family, ethics, conflict, fieldwork, belief); understand that all knowledge is contested or contestable; recognise the ambiguity, ethical issues, limitations and social value of ethnographic work to real life situations; the ability to recognise, assess and make use of different theoretical approaches
KU3 an appreciation of the importance of empirical 'fieldwork' as the primary method of gathering data and as the basis for the generation of social theory.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Anthropology
Cognitive (thinking) skills (CS)
CS1 the ability to critically analyse, evaluate, interpret and theorise information (or data) from various sources, including their own fieldwork data
CS2 the ability to communicate complex ideas and create critically engaged and cogent arguments using information from multiple relevant academic sources
CS3 the ability to critically and coherently debate and/or engage with current anthropological topics, recognise ethnocentric assumptions and be reflexively aware

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Anthropology
Practical skills (PS)
PS1 a range of transferable skills, appropriate for the workplace and/or postgraduate study, which might include project design, writing and presentation skills, basic IT skills, and the ability to analyse data and to evaluate and present reasoned arguments, express ideas orally, visually and in writing
PS2 Independent thought: the ability to propose, design and produce an ethically sound anthropological fieldwork project independently with good presentation, structured argument and referencing the work of others effectively
PS3 the ability to use fieldwork data accumulated in the field to write up an extended or concentrated piece of work

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Anthropology
Key skills (KS)
KS1 the ability to formulate, investigate and discuss anthropologically informed questions; explain socio-cultural anthropological theory and practice, and reflect on current practice and developments
KS2 critical awareness, appreciation, sensitivity and informed understanding of the diversity, commonality and complexities of human cultural expression
KS3 practical fieldwork and research skills, and the ability to apply knowledge using the principles and methods of anthropology and other disciplines.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Archaeology and Anthropology**
PROGRAMME MANAGER:	**Tristan Nash**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.
Please select 80 credits from the Optional modules. Students can only select 1 module per block
Independent Project can be selected as either an Archaeology or Anthropology subject.

- If you choose to select Independent Project as an Anthropology module, select a further 20 credits from Anthropology module and 60 credits from Archaeology.
- If you choose to select Independent Project as an Archaeology module, select a further 20 credits from Archaeology module and 60 credits from Anthropology.

Compulsory Module – 40 credits. Select one compulsory module

Module Code	Module Title	Semester/ Block(s)	Credits	Module Lead
ECGE6003S	Independent Project - Archaeology	1 &2	40	TBC

ECGE6003T	Independent Project - Anthropology	1 &2	40	TBC

Archaeology Optional Modules. Select 40 or 60 credits				
Module Code	**Module Title**		**Credits**	**Module Lead**
HPAN6013	Thinking with Things	2	20	TBC
HPAR6012	(Re)presenting and (Re)constructing the Past	3	20	Quentin Drew
HPHE6013	Difficult Heritage/ Dark Tourism	4	20	Quentin Drew
HPAR6004	Excavation and Fieldwork	6	20	Quentin Drew

Anthropology Optional Modules. Select 20 or 40 credits				
Module Code	**Module Title**		**Credits**	**Module Lead**
HPAH6081	Ancestors, Death and Burial	1	20	TBC
HPAN6046	Religions in Africa	6	20	Bettina Schmidt

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(5) BA (Hons) Archaeology and History

Programme Learning Outcomes

Archaeology
Knowledge and understanding (KU)
KU1 Demonstrate a comprehensive comparative knowledge of the history and archaeology of a number of regions and chronological periods.
KU2 Demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed.
KU3 Demonstrate a critical understanding of the development of archaeology as a discipline and the nature of the written evidence that is available.
KU4 Demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary archaeological data;
KU5 Demonstrate critical comprehension of the problematic and varied nature of archaeological evidence in the field and/or in artefact-based, collections based, or records-based studies.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Cognitive (thinking) skills (CS)
CS1 Demonstrate a critical understanding of the development of archaeology as a discipline.
CS2 Apply a sophisticated understanding of relevant archaeological concepts and methods and how they relate to other cognate disciplines;
CS3 Analyse and reflect upon a range of archaeological data in a systematic and coherent way.
CS4 Identify problems and evaluate answers or solutions using appropriate scholarly theoretical and scientific principles and concepts.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Practical skills (PS)
PS1 Develop core skills relating to field work (including excavation, survey, recording and sampling).
PS2 The ability to work collaboratively and to participate in group discussion.
PS3 Develop core laboratory techniques (including recording, measurement, quantification, analysis and interpretation of archaeological material.
PS4 Plan, undertake and present work of a scholarly standard that demonstrates and understanding of the aims, theories, methods, techniques and archaeological practice.
PS5 Understand the importance of health and safety in the work (including field and laboratory) environment.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Archaeology
Key skills (KS)
KS1 Be able to express with clarity and coherence both orally and in writing producing a logical, well-structured argument fully supported by relevant evidence.

KS2 Act independently in planning and undertaking tasks using data sets or primary data.
KS3 Work as a participant or leader in a team, (in fieldwork, laboratory work and project work) contributing effectively to decision making and the achievement of objectives.
KS4 Use IT to select, present, and communicate information effectively and appropriately.
KS5 Manage time efficiently and effectively in relation to both practical and intellectual skill.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

History
Knowledge and understanding (KU)
KU1 Command of an extensive and intensive body of historical knowledge
KU2 Show an awareness of continuity and change across all aspects of society, politics, economics, culture, ideas and physical environments
KU3 Display a critical understanding of the development of history as a discipline and the awareness of different historical methodologies
KU4 Offer comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures
KU5 Show an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence
KU6 Display an understanding of the varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

History
Cognitive (thinking) skills (CS)
CS1 Develop and sustain arguments in a variety of literary forms, formulating appropriate questions and utilising evidence
CS2 Read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films
CS3 Read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians
CS4 Analyse and reflect critically historical problems in depth, involving the use of contemporary sources and advanced secondary literature
CS5 Appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

History
Practical skills (PS)
PS1 Gather and deploy evidence and data to find, retrieve, organise and exchange new information
PS2 Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience

PS3 Use IT and computer skills to gather and deploy evidence and data to find, retrieve, sort and exchange new information
PS4 Design, research, and present a sustained and independently-conceived piece of historical writing

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

History
Key skills (KS)
KS1 Organise tasks and manage time effectively.
KS2 Show clarity, fluency, and coherence in written and oral expression
KS3 Work collaboratively and to participate in group discussion

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Archaeology and History**
PROGRAMME MANAGER:	**Harriett Webster**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Please select 80 credits from the Optional modules and only select 1 module per block.
Independent Project can be selected as either an Archaeology or History subject:

- If you choose to select Independent Project as an History module, select a further 20 credits from History module and 60 credits from Archaeology.
- If you choose to select Independent Project as an Archaeology module, select a further 20 credits from Archaeology modules and 60 credits from History.

Blocks 1 – 6 .				
Module Code	**Module Title**		**Credits**	**Module Lead**
ECGE6003S	Independent Project	Compulsory	40	TBC

Archaeology Optional Module. Select either 20 or 60 credits				
Module Code	**Module Title**		**Credits**	**Module Lead**
HPAH6081	Ancestors, Death and Burial	1	20	TBC
HPAN6013	Thinking with Things	2	20	TBC
HPAR6012	(Re)presenting and (Re)constructing the Past	3	20	Quentin Drew
HPHE6013	Difficult Heritage/ Dark Tourism	4	20	Quentin Drew
HPAR6004	Excavation and Fieldwork	6	20	Quentin Drew

History Optional Module. Select either 20 or 60 credits				
Module Code	**Module Title**		**Credits**	**Module Lead**
HPHI6009	Identity and Myth: The Normans and their World	1	20	Harriett Webster
HPHI6029	Global Genocides	2	20	Rhian Keyse
HPCS6015	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	3	20	Jane Cartwright

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(6) BA (Hons) Archaeology

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1 Demonstrate a comprehensive comparative knowledge of the history and archaeology of a number of regions and chronological periods
KU2 Demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed
KU3 Demonstrate a critical understanding of the development of archaeology as a discipline and the nature of the written evidence that is available.
KU4 Demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary archaeological data;
KU5 Demonstrate critical comprehension of the problematic and varied nature of archaeological evidence in the field and/or in artefact-based, collections based, or records-based studies

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1 Demonstrate a critical understanding of the development of archaeology as a discipline
CS2 Apply a sophisticated understanding of relevant archaeological concepts and methods and how they relate to other cognate disciplines;
CS3 Analyse and reflect upon a range of archaeological data in a systematic and coherent way.
CS4 Identify problems and evaluate answers or solutions using appropriate scholarly theoretical and scientific principles and concepts

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1 Develop core skills relating to field work (including excavation, survey, recording and sampling)
PS2 The ability to work collaboratively and to participate in group discussion.
PS3 Develop core laboratory techniques (including recording, measurement, quantification, analysis and interpretation of archaeological material
PS4 Plan, undertake and present work of a scholarly standard that demonstrates and understanding of the aims, theories, methods, techniques and archaeological practice
PS5 Understand the importance of health and safety in the work (including field and laboratory) environment

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1 Be able to express with clarity and coherence both orally and in writing producing a logical, well-structured argument fully supported by relevant evidence
KS2 Act independently in planning and undertaking tasks using data sets or primary data

KS3 Work as a participant or leader in a team, (in fieldwork, laboratory work and project work) contributing effectively to decision making and the achievement of objectives
KS4 Use IT to select, present, and communicate information effectively and appropriately
KS5 Manage time efficiently and effectively in relation to both practical and intellectual skill

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Archaeology**
PROGRAMME MANAGER:	**Harriett Webster**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module per block

Compulsory Module. 40 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
ECGE6003S	Independent Project	1:6	40	TBC
Optional Module. Select 80 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
HPAH6081	Ancestors, Death and Burial	1	20	TBC
HPAN6013	Thinking with Things	2	20	TBC
HPAR6012	(Re)presenting and (Re)constructing the Past	3	20	Quentin Drew
HPHE6013	Difficult Heritage/ Dark Tourism	4	20	Quentin Drew
HPAR6004	Excavation and Fieldwork	6	20	Quentin Drew

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(7) BA (Hons) Creative Writing and English

Programme Learning Outcomes

Creative Writing
Knowledge and understanding (KU)
KU1 Students will demonstrate coherent and detailed knowledge and systematic understanding of the conventions and technical requirements of a variety of different forms and genres of writing (QAA Benchmark Statement for Creative Writing, 3.1.i-ii), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KU2 Students will demonstrate sophisticated knowledge and critical awareness of the context in which writing is produced and how individual practice relates to that of predecessors and contemporaries, peers and established practitioners (QAA Benchmark Statement for Creative Writing, 3.1.xiv), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KU3 Students will demonstrate sophisticated knowledge and systematic understanding of the creative and editorial process both as a personal and professional endeavour (QAA Benchmark Statement for Creative Writing, 3.1.iii), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Creative Writing
Cognitive (thinking) skills (CS)
CS1 Students will employ an imaginative and divergent mode of thinking which is integral to identifying and solving problems, to the making of critical and reflective judgements, to the generation of alternatives and new ideas, and to engaging with broader issues of value (QAA Benchmark Statement for Creative Writing, 3.1. xv), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
CS2 Students will be able to read as a writer - with an ability to analyse texts, performances and broadcasts, and respond to the affective power of language, using appropriate approaches, terminology and creative strategies (QAA Benchmark Statement for Creative Writing, 3.2.vii), (UK Quality Code 59 60 for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
CS3 Students will be able to evaluate and reflect upon their own practices and assumptions (QAA Benchmark Statement for Creative Writing, 3.3.xvi), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Creative Writing
Practical skills (PS)
PS1 Students will be capable of producing clear, accurate, artistically coherent and technically sophisticated written work, which articulates a combination of research and creative ideas (QAA Benchmark Statement for Creative Writing, 3.2.i), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
PS2 Students will be able to communicate their own ideas and the ideas of others concisely, accurately and persuasively in order to influence opinion, developing,

constructing and presenting sophisticated arguments in appropriate ways (QAA Benchmark Statement for Creative Writing, 3.3.ix), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
PS3 Students will be able to generate and develop original creative work, using a range of writing techniques and editorial skills (QAA Benchmark Statement for Creative Writing, 5.2.i), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Creative Writing
Key skills (KS)
KS1 Students will be able to use language in a sophisticated and nuanced fashion, with a heightened awareness of concision, voice, idiom, idiolect, simile, metaphor, analogy, rhythm and media-specific restraints (QAA Benchmark Statement for Creative Writing, 3.1.xv), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KS2 Students will be able to edit their own work, and that of peers, with a high level of rigour and scrutiny, at the various levels of clause, line, sentence, stanza, paragraph but also at the structural level of overall scene, chapter, collection, or book (QAA Benchmark Statement for Creative Writing, 3.2.viii), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KS3 Students will demonstrate practical understanding of the transferability of creative writing skills to a variety of contexts and careers (QAA Benchmark Statement for Creative Writing, 5.2.xii), (UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

English
Knowledge and understanding (KU)
KU1 Students will demonstrate sophisticated knowledge and understanding of literature from different periods, including knowledge of writing from periods before 1800 and the range of principal literary genres across prose, poetry and drama (QAA Benchmark Statement, English 3.1, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KU2 Students will demonstrate sophisticated knowledge and understanding of the historical and cultural context in which texts are produced and received (QAA Benchmark Statement, English 3.1, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KU3 Students will demonstrate sophisticated knowledge and understanding of critical, theoretical, linguistic and stylistic concepts and terminology (QAA Benchmark Statement, English 3.1, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

English
Cognitive (thinking) skills (CS)
CS1 Students will demonstrate an ability to analyse texts and discourses, and respond to the affective power of language, using appropriate approaches and

terminology. (QAA Benchmark Statement, English 3.2, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
CS2 Students will develop independent and imaginative interpretations of literary, critical, linguistic and creative material (QAA Benchmark Statement, English 3.2, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
CS3 Students will demonstrate an ability to discover and synthesize complex information and diverse evidence (QAA Benchmark Statement, English 3.3, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

English
Practical skills (PS)
PS1 Students will demonstrate an ability to read closely, and critically (QAA Benchmark Statement, English 3.2, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
PS2 Students will demonstrate an ability to write clearly, accurately and effectively (QAA Benchmark Statement, English 3.2, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
PS3 Students will demonstrate an ability to apply scholarly bibliographic skills appropriate to the subject (QAA Benchmark Statement, English 3.2, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

English
Key skills (KS)
KS1 Students will demonstrate an ability to articulate a critical understanding of complex texts and ideas, and of their historical relations where appropriate (QAA Benchmark Statement, English 3.2, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KS2 Students will demonstrate an ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing (QAA Benchmark Statement, English 3.5, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).
KS3 Students will demonstrate an ability to test, interpret and analyse information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements (QAA Benchmark Statement, English 3.4, UK Quality Code for Higher Education: The Frameworks for HEQ of UK Degree-Awarding Bodies, 2014).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA Hons) Creative Writing & English**
PROGRAMME MANAGER:	**Rebekah Humphreys**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**Full time**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Modules: 80 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
ECGE6003T	Independent Project	1:6	40	TBC
HPEN6034	Glancingly from the side: Writing the Short story	1	20	TBC
HPEN6039	Psyche, Text, and Society: Critical and Cultural Theory	2	20	Peter Mitchell

Optional Modules. Select 40 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
HPEN6033	Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy	4	20	Peter Mitchell
HPEN6037	Novel Writing	5	20	TBC
HPEN6038	Off the Page: Performance Poetry	6	20	TBC

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(8) BA (Hons) Creative Writing

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1: Demonstrate sophisticated knowledge and critical understanding of a range of genres including literary and non-literary genres;
KU2: Demonstrate sophisticated knowledge and critical understanding of the range and variety of creative writing practice including opportunities offered by new media platforms for writing;
KU3: Demonstrate sophisticated knowledge and critical understanding of the role of the creative writer as a reflective practitioner and in commercial and non-commercial contexts;
KU4: Demonstrate sophisticated knowledge and critical understanding of the market demands for and on creative writing

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive Skills (CS)
CS1: Demonstrate the ability to articulate knowledge and understanding of a range of creative practice;
CS2: Demonstrate the ability to engage critically with various and varying creative perspectives.
CS3: Demonstrate awareness of sensitivity to the roles of language and culture in the creation of meaning
CS4: Demonstrate the ability to plan and execute creative projects

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical Skills (PS)
PS1: Demonstrate the ability to apply communication skills, particularly those relating to written texts, in a wide range of different contexts;
PS2: Exhibit an aptitude in the acquisition and processing of diverse and complex information for, and into, structured projects);
PS3: Demonstrate the ability to present their work to meet rigorous professional standards and an awareness of the market place for creative writing;

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1: Demonstrate the ability to communicate effectively complex information in a variety of different formats;
KS2: Demonstrate independent research skills of information retrieval and organization;
KS3: Demonstrate information-technology skills, including the use of electronic resources.
KS4: Utilise effective time-management and organizational skills.
KS5: Demonstrate the capacity for independent thought and judgement and ability to challenge received ideas.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA Hons) Creative Writing**
PROGRAMME MANAGER:	**Rebekah Humphreys**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**Full time**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Modules: 80 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
ECGE6003T	Independent Project	1:6	40	TBC
HPEN6034	Glancingly from the side: Writing the Short story	1	20	TBC
HPEN6039	Psyche, Text, and Society: Critical and Cultural Theory	2	20	Peter Mitchell

Optional Modules. Select 40 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
HPEN6033	Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy	4	20	Peter Mitchell
HPEN6037	Novel Writing	5	20	TBC
HPEN6038	Off the Page: Performance Poetry	6	20	TBC

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(9) BA (Hons) History

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1 Command of an extensive and intensive body of historical knowledge
KU2 Show an awareness of continuity and change across all aspects of society, politics, economics, culture, ideas and physical environments
KU3 Display a critical understanding of the development of history as a discipline and the awareness of different historical methodologies
KU4 Offer comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures
KU5 Show an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence
KU6 Display an understanding of the varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1 Develop and sustain arguments in a variety of literary forms, formulating appropriate questions and utilising evidence
CS2 Read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films
CS3 Read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians
CS4 Analyse and reflect critically historical problems in depth, involving the use of contemporary sources and advanced secondary literature
CS5 Appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1 Gather and deploy evidence and data to find, retrieve, organise and exchange new information
PS2 Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience
PS3 Use IT and computer skills to gather and deploy evidence and data to find, retrieve, sort and exchange new information
PS4 Design, research, and present a sustained and independently-conceived piece of historical writing

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1 Organise tasks and manage time effectively.
KS2 Show clarity, fluency, and coherence in written and oral expression
KS3 Work collaboratively and to participate in group discussion

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) History**
PROGRAMME MANAGER:	**Harriett Webster**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Module. 40 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
ECGE6003S	Independent Project	1-6	40	TBC

Optional Modules. Select 80 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
HPHI6009	Identity and Myth: The Normans and their World	1	20	Harriett Webster
HPHI6029	Global Genocides	2	20	Rhian Keyse
HPCS6015	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	3	20	Jane Cartwright
HPAR6012	(Re)presenting and (Re)constructing the Past	3	20	Quentin Drew
HPHE6013	Difficult Heritage, Dark Tourism	4	20	Quentin Drew
HPEN6033	Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy	4	20	Peter Mitchell
HPAN6046	Religions in Africa	6	20	Bettina Schmidt

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(10) BA (Hons) Liberal Arts

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1 Demonstrate comprehension of and intelligent engagement with the richness of academic debate as it is experienced and defined according to a recognised discipline;
KU2 State clearly, discuss and demonstrate critical comprehension of aspects of culture as it is expressed in some of the following: political, social, textual, intellectual, historical, theological, ritual, ethical, institutional and aesthetic expressions of human experience
KU3 Discuss and demonstrate, where appropriate, critical comprehension of the variety of human cultures as expressed in classical and canonical sources as well as articulated by subsequent interpreters of tradition(s) in different historical periods, and in different social or geographical settings;
KU4 understand the theoretical and methodological perspectives in relevant subject areas and demonstrate a critical awareness of current key issues in that particular field of study

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1 Evaluate and critically analyse a diversity of primary and secondary sources including materials from different disciplines;
CS2 Demonstrate comprehension and critical analysis of a range of themes, debates and methods of the discipline and, where appropriate, related disciplines from, for example, the humanities or the social sciences and evaluate a range of critical scholarship associated with those disciplines.
CS3 deal with complex issues systematically, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1 demonstrate self-direction in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
PS2 demonstrate knowledge and understanding of relevant subjects in the Humanities and the ability to apply that knowledge and understanding to a variety of tasks.
PS3 Demonstrate the ability to make use of library resources in order to identify appropriate material and to compile bibliographies.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1 exercise initiative and personal responsibility;
KS2 make decisions in complex and unpredictable situations;
KS3 organise their own learning and manage time effectively in relation to diverse tasks and deadlines.

KS4 Demonstrate the ability to find and process complex information from a variety of sources and communicate those findings

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Liberal Arts**
PROGRAMME MANAGER:	**Tristan Nash**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block. Optional modules, students need to select 80 credits and no more than 1 module from any block.

Blocks 1 – 6				
Module Code	**Module Title**		**Credits**	**Module Lead**
ECGE6003T	Independent Project	Compulsory	40	TBC

Optional Modules Block 1.			
Module Code	**Module Title**	**Credits**	**Module Lead**
HPPH6039	Ancient Chinese Philosophy	20	TBC
HPHI6009	Identity and Myth: The Normans and their World	20	Harriett Webster
HPEN6034	Glancingly from the side: Writing the Short Story	20	TBC
HPAH6081	Ancestors, Death and Burial	20	TBC

Optional Modules Block 2.			
Module Code	**Module Title**	**Credits**	**Module Lead**
HPPH6036	Philosophy of Mind: Humans, Animals and Machines	20	TBC

HPAN6020	Activism, Protest and Campaigning for Global Justice	20	Rhian Keyse
HPEN6039	Psyche, Text, and Society: Critical and Cultural Theory	20	Peter Mitchell
HPAN6013	Thinking with Things	20	TBC
HPHI6029	Global Genocides	20	Rhian Keyes
HPAH6084	Sparta: An Extraordinary City	20	TBC

Optional Modules Block 3.

Module Code	Module Title	Credits	Module Lead
HPAR6012	(Re)presenting and (Re)constructing the Past	20	Quentin Drew
HPCS6015	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	20	Jane Cartwright
HPAH6079	Rome Transformed: The World of Late Antiquity	20	Matt Cobb

Optional Modules Block 4.

Module Code	Module Title	Credits	Module Lead
HPAH6046	The Life and Times of Caesar and Cicero	20	Matthew Cobb
HPHE6013	Difficult Heritage/ Dark Tourism	20	Quentin Drew
HPEN6033	Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy	20	Peter Mitchell
HPPH6035	Free-Market Environmentalism, Big Business and Global Politics	20	Rebekah Humphreys

Optional Modules Block 5.

Module Code	Module Title	Credits	Module Lead
HPEN6037	Novel Writing	20	TBC
HPPH6017	Freedom, Agency and Responsibility	20	Tristan Nash

Optional Modules Block 6.

Module Code	Module Title	Credits	Module Lead
HPAR6004	Excavation and Fieldwork	20	Quetin Drew
HPAN6046	Religions in Africa	20	Bettina Schmidt
HPEN6038	Off the Page: Performance Poetry	20	TBC

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(11) BA (Hons) Philosophy

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1 Demonstrate knowledge and understanding of some the central theories and arguments in the fields of Moral, Political, or Social Philosophy, Logic, Metaphysics, Epistemology, or Philosophy of Mind, broadly understood.
KU2 Demonstrate knowledge and understanding of the ideas and arguments of some of the major philosophers in the history of the subject, encountered in their own writings.
KU3 Demonstrate clarity and rigour in the critical assessment of arguments presented in key philosophical texts.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1 Analytical and critical rigour: demonstrate the ability to debate and argue a case and dissect mistakes in reasoning, and also to grasp the essential content and the logical structure of a body of thought.
CS2 Demonstrate the ability to give close attention to linguistic clarity and precision, leading to valuable skills in noticing potential ambiguities and the ability to say precisely what you mean and mean exactly what you say.
CS3 Demonstrate the ability to think in abstract and formal terms, and to identify basic concepts and principles that are often buried or hidden within debate and argument.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1 Demonstrate the ability to retrieve, sift and select information from a variety of sources through advanced library and IT searches.
PS2 Demonstrate the ability to plan, undertake and report a bibliographically based piece of research.
PS3 Demonstrate the ability to apply key methods and concepts of applied, literary and critical analysis.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1 Demonstrate the ability to structure and communicate ideas effectively both orally and in writing.
KS2 Demonstrate the ability to manage time and work to deadlines.
KS3 Demonstrate the ability to find information and use information technology.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Philosophy**
PROGRAMME MANAGER:	**Rebekah Humphreys**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Modules. 100 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
ECGE6003T	Independent Project	1-6	40	TBC
HPPH6036	Philosophy of Mind: Humans, Animals and Machines	2	20	Rebekah Humphreys
HPPH6035	Free-Market Environmentalism, Big Business and Global Politics	4	20	Rebekah Humphreys

Optional Module. 20 credits				
Module Code	**Module Title**	**Block**	**Credits**	**Module Lead**
HPPH6039	Ancient Chinese Philosophy	1	20	TBC
HPPH6017	Freedom, Agency and Responsibility	5	20	Tristan Nash

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(12) BA (Hons) Philosophy, Religion and Ethics

Programme Learning Outcomes

Knowledge and understanding (KU)
KU1: Demonstrate knowledge and understanding of some the central theories and arguments in the fields of Moral, Political, or Social Philosophy, Logic, Metaphysics, Epistemology, or Philosophy of Mind, broadly understood.
KU2: Demonstrate knowledge and understanding of the ideas and arguments of some of the major philosophers in the history of the subject, encountered in their own writings.
KU3: Demonstrates an awareness of major issues currently at the frontiers of philosophical debate and research.
KU4: Demonstrate knowledge and understanding of some the central theories and arguments in the field of ethics.
KU5: Demonstrate the capacity to think critically and independently about ethical considerations.
KU6: demonstrate comprehension of and engagement with at least one religious tradition in its varied and central forms
KU7: describe, discuss and demonstrate critical comprehension of some of the following: the political, social, textual, philosophical, historical, theological, ritual, practical, ethical, institutional or aesthetic expressions of the religion(s) studied

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)
CS1: Demonstrate the ability to see difficulties in what, at first sight, seems unproblematic, to identify shared assumptions that are behind apparently irresolvable disagreement.
CS2: Demonstrate the ability to give close attention to linguistic clarity and precision, leading to valuable skills in noticing potential ambiguities and the ability to say precisely what you mean and mean exactly what you say.
CS3: Demonstrate the ability to think in abstract and formal terms, and to identify basic concepts and principles that are often buried or hidden within debate and argument.
CS4: Demonstrate an appreciation of the history and development of ethics and the differing methods of analysis that have been and are used by ethicists.
CS5: demonstrate with sensitivity awareness of the conviction and claims to certainty that may arise in religious traditions, with their positive and negative effects

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)
PS1: Demonstrate the ability to retrieve, sift and select information from a variety of sources through advanced library and IT searches.
PS2: Demonstrate the ability to plan, undertake and report a bibliographically-based piece of research.
PS3: Demonstrate the ability to apply key methods and concepts of applied, literary and critical analysis.
PS4: Demonstrate the ability to write clearly showing an understanding of the key principles and theories relating to social theory.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)
KS1: attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others
KS2: engage with empathy, integrity and critical reflection with the convictions and behaviours of others
KS3: work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively
KS4: undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner
KS5: make discriminating use of a full range of resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations
KS6: use technology and computer skills to identify appropriate source material and data, support research, and enhance presentations
KS7: show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

PROGRAMME NAME:	**BA (Hons) Philosophy, Religion and Ethics**
PROGRAMME MANAGER:	**Rebekah Humphreys**
LEVEL:	**6**
CAMPUS:	**Carmarthen**
MODE OF STUDY:	**FULL TIME**

Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details. Students can only select 1 module in a block.

Compulsory Module. 40 credits.				
Module Code	**Module Title**		**Credits**	**Module Lead**
ECGE6003T	Independent Project	1:6	40	TBC

Optional Modules. Select 80 credits.

Module Code	Module Title		Credits	Module Lead
HPPH6039	Ancient Chinese Philosophy	1	20	TBC
HPPH6036	Philosophy of Mind: Humans, Animals and Machines	2	20	Rebekah Humphreys
HPPH6035	Free-Market Environmentalism, Big Business and Global Politics	4	20	Rebekah Humphreys
HPPH6017	Freedom, Agency and Responsibility	5	20	Tristan Nash
HPAN6046	Religions in Africa	6	20	Bettina Schmidt

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Manager.

Note that on Programmes of Study offering a number of options, timetable constraints will inevitably mean that not all combinations of options will be possible. In addition, a minimum viable number of students must normally be reached for a module to run.

Module details are correct on 1 September 2026, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

UNIVERSITY ENGAGEMENT POLICY

All students should familiarise themselves with the engagement policy and understand their responsibilities in relation to engaging with their course (https://www.uwtsd.ac.uk/academic-quality-handbook).

Student Responsibilities in relation to attendance and engagement are:

- To engage with all scheduled and asynchronous learning in their programme/module(s);
- Attend punctually and completely all scheduled and timetabled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances;
- To engage as appropriate with the University's support mechanisms, according to their specific needs;
- To inform their Academic Support Tutor (or other member of staff identified by the Faculty) of any issues that affect or are expected to affect their engagement with their course;
- To engage proactively with all university procedures in support of their learning, including probation, action plans, etc.

This is particularly important for **international students with a Student Visa.** Failure to adhere to the requirements and conditions of the Engagement Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your student visa sponsorship.

Appeal against withdrawal due to lack of engagement
Information on how to appeal against withdrawal due to lack of engagement is provided within the Engagement Policy which is published alongside Chapter 12 of the Academic Quality Handbook.

Withdrawal
Students who have decided they do not wish to continue their programme of study, must complete a formal University withdrawal form which is available on MyTSD. (Please access the form under the 'Data Changes and Forms' tab on the 'Forms' menu). Withdrawal from a programme may have implications for student finance and this should be understood by the student prior to submitting the form.

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/student-charter).

The University also has Support for Study and Fitness to Practise Policies (see https://www.uwtsd.ac.uk/academic-quality-handbook).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT ACADEMIC INTEGRITY

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- writing your own answers in unseen exams without consulting with others or using online or printed materials;
- formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- formally acknowledging any and all uses of Artificial Intelligence tools;
- ensuring that you get ethical approval for your research where necessary;
- and many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as '– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research'. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy, which you can find here: https://www.uwtsd.ac.uk/academic-quality-handbook.

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using X.

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You can find all of the Referencing Handbooks here:
Referencing and Plagiarism | Digital Services | University of Wales Trinity Saint David

If you are uncertain which handbook is for your subject, do ask your Programme Manager or Academic Tutor.

Self-plagiarism is when you are reusing material that you have created yourself.
How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software, unless you have been allowed to do so by the module tutor.
5. Use Generative Artificial Intelligence tools only as allowed in the assessment specification for any given assessment, and acknowledge their use as appropriate.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together, or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

You can access training on Academic Integrity through the Library and Learning Resources Info Skills programme.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and manually for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases, you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

UWTSD has published specific guidance as to the allowable uses of Artificial Intelligence in assessment, as well as the appropriate acknowledgement of use. You should ensure that you are fully aware of the allowable uses of AI in each individual assessment you attempt. General advice and guidance is available on HWB.

LIBRARY AND LEARNING RESOURCES

The Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the University. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support and special collections and archives.

The LLR is a full member of WHELF (Wales Higher Education Libraries Forum) and is also a member of the SCONUL Access (Society of College, National and University Libraries) scheme, which is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Librarians are welcomed to Staff / Student Committees and other relevant Faculty meetings where invited, including Faculty Boards.

Information Skills

Academic Liaison Librarians are the main point of contact for staff and students, and contribute to teaching and learning by helping students to develop the skills required to find, use and evaluate information sources within the subject areas taught by the Faculty. All new students receive a basic skills session and a referencing session during the first term, followed by more in-depth sessions throughout their studies.

Academic Liaison Librarians also provide a wider InfoSkills programme focusing on transferable employability skills and academic skills. This includes advanced search skills, AI literacy, ethical use of information, referencing and managing your online identity. Support can be provided face-to-face or remotely; by email, over the phone or via Teams. Students can also book a one-to-one session directly with their librarian or digital skills advisor from the library website. Referencing guidance is also available from the LLR and can be accessed from the library pages:
Finding and Using Information | Digital Services | University of Wales Trinity Saint David

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time via the DigiCentre. Many of our courses are from LinkedIn Learning, and as a member of staff or student, you have free access. Students can gain a range of digital badges to demonstrate their knowledge and digital capabilities, and enhance their employability.

Other Specialist Support
The LLR offers access to a wide range of information sources in varied and accessible formats, ensuring equality of provision and access to learning materials. A designated member of staff can help and advise students with disabilities or specific learning requirements. Specialist support on copyright, referencing, and research activities is also provided. This includes advice on Research Data Management, using referencing software, Open Access requirements, setting up your ORCID ID and measuring the impact of research, advanced literature searching and accessing other academic and research libraries.

The Need More? Service
The LLR provides a Need More? service which takes an innovative approach to resource delivery, providing a one-stop shop for all learning resource needs. If a book, journal or other resource is needed and is not in library stock, it may be purchased, borrowed from another library or rented as an e-book. The service also provides a referral mechanism so that students are introduced to their Academic Liaison Librarian to ensure they are getting the most out of existing resources or where they are working on a specialist project. More details at Need More? | Digital Services | University of Wales Trinity Saint David

Learning Spaces
Students are welcome to use any UWTSD libraries, regardless of the subject of their study. As well as collections, the libraries provide a variety of flexible spaces, reflecting the way students work e.g. group study spaces and quiet areas, as well as IT facilities, WiFi, photocopying, scanning and printing facilities, and excellent customer service.

Further Information
For recent service developments and updates please visit the LLR's pages: Library & Learning Services at UWTSD This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Bluesky and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide range of models, approaches, technologies, and services, making it a crucial component of modern education. The growing reliance on digital tools has highlighted the need for high-quality online teaching and learning resources, ensuring an equitable experience for both in-person and remote learners.

In addition, immersive learning approaches, such as virtual reality (VR), augmented reality (AR), simulations, and interactive environments, are increasingly enhancing digital learning by enabling students to engage in experiential, practice-based activities that deepen understanding and support real-world application of knowledge.

A well-developed package of digital learning materials can:
- Improve learning experience
- Support active, experiential learning through immersive environments
- Widen participation and collaboration
- Improve accessibility
- Develop key employability skills

IT SERVICE DELIVERY

IT support is available through our IT Service Desk who are available to help and assist you over the phone, in person or via our online portal and live chat service.

Telephone support is available 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi
All students can access our eduroam wireless network on their laptops, mobile phones, or tablets.

Eduroam is the wireless network available to use across all campuses. Eduroam also provides you with Wi-Fi access at any other eduroam enabled institution across the world.

Open Access Computers & Booking Facilities
Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

- PCs connected to the University's data network
- Usually a multifunctional device (MFD) offering colour and black and white printing, copying and scanning or a colour laser printer
- May also contain wireless access and more specialised equipment such as plotters, Sports Analysis Equipment and audio-visual equipment
- Long opening hours with many of them open 24/7
- Ability to pre-book a PC to use remotely to make sure you have access at the time you need to study.

Student IT Exclusives
We provide students with access to free or heavily discounted software and computer solutions through our Student IT Exclusives offers.

Free Microsoft Office 365
As a UWTSD student, you can download Microsoft Office 365 Pro Plus including Word, Excel and PowerPoint to use for free for the duration of your studies at UWTSD.

Adobe Creative Cloud
Students studying on eligible courses are able to access Adobe Creative Cloud suite for free which can be installed on your personal device during your studies.

You can also purchase a copy of Adobe Creative Cloud directly from Adobe's Website and save over 65% discount paying on a monthly basis.

Free Windows 11
We are able to provide all students with a license to use Microsoft's latest operating system for free.

Software Discounts
We've created an online store where all students can download a huge range of free or heavily discounted software for use at home.

The EDU store
Discounts are available for students on a range of products including the Microsoft Surface, Apple devices, Phones & Smart Watches. Free 4-year warranty on all Apple products & free next day delivery on all orders.

Select Easy Upgrade
Get the Apple Product you want right now. Spread the cost with low monthly payments, upgrade to the latest device at the end of the plan or pay off the balance with the Easy Upgrade Store.

Apple's Education store
You can get great Apple education pricing by visiting the Apple Education Store.

Free Autodesk
Download a range of Autodesk software including Fusion 360, Inventor Professional, Revit, AutoCAD, 3ds Max & Maya.

Print, Copy & Scan
Students have access to print, copy and scanning services which are available across all University Library & Learning Resource Centres as well as specific computer rooms and open access areas.

UWTSD use Multi-Functional Devices (MFDs) which all have print, copy and scan functions available in full colour or black and white.

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Well-being Support, Counselling Service and support for students from a care background.

The Student Hwb team is on hand to help to answer any query you may have concerning your studies. You can access support from the Hwb via hwb@uwtsd.ac.uk, by calling 0300 131 3030, or via the online portal: Student Portal - Gwasanaethau Cwsmeriaid. Please make sure you have also downloaded the UWTSD Hwb app, which includes direct links to and information about all student facing services at the University.

The quickest way to access Wellbeing Support is by submitting a Support Request Form: UWTSD Wellbeing Service.

If you are worried about the health and wellbeing of another student you can let the Wellbeing Team know by filling in a Cause for Concern form: UWTSD Wellbeing Service.

For further details about Student Services see https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at

https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

Topics covered include:
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

CAREERS

All students have access to MyCareer, the University's online careers platform. You need to register for an account, which you can do here: Welcome to MyCareer.

MyCareer includes specialist tools like a jobs board, career planner, automated CV360 checker, Interview 360 and more, you can start preparing for your future on your own terms.

The University's Careers Service is on hand to help you find work experience, paid placements or a part-time job. Throughout your studies you will have access to opportunities to build your career skills and confidence. Find out more via: Careers Service | University of Wales Trinity Saint David

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *Student Complaint Policy* associated with Chapter 12 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: https://www.uwtsd.ac.uk/academic-quality-handbook.