



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

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF HUMANITIES

LEVEL 4

INSTITUTE OF EDUCATION AND HUMANITIES

2021-2022

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2021/22. Module descriptors are presented in the accompanying Module Directory document.

Because of the ongoing Covid-19 situation, the University has made a number of changes for the 2021/22 academic year, e.g. in relation to how you can access facilities on our campuses, and how your programme will be delivered.

Access to the University's physical facilities will be led by Government and Public Health advice. Essential updates can be found here (<https://uwtsd.ac.uk/coronavirus/>) and on the [Student Hwb](#). Please also make sure that you read the Student Bulletin for essential updates as a change in status may affect how your programme is delivered. As a result of these circumstances, most programmes will be delivered through in-person and blended online delivery. This approach will work to ensure that if you are shielding or self-isolating you will still be able to access your studies. If you have any specific needs arising from the current circumstances, we ask that you make Student Services and your programme team aware so that we can work to support you.

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.

Level of Study	Programme Manager	E-mail
Level 3	Lester Mason	l.mason@uwtsd.ac.uk
Level 4	Alexander Scott	alexander.scott@uwtsd.ac.uk
Level 5	Harriett Webster	h.webster@uwts.ac.uk
Level 6	Ros Coard	r.coard@uwtsd.ac.uk
Celtic Studies	Jane Cartwright	j.cartwright@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 2021/22 (forename/surname)	External Examiner for 2020/21 (if different to current)
History; Conflict & War; Chinese Studies	Robert Barnes	
English: Creative Writing	Tristan Hughes	
Medieval Studies	Rhun Emlyn	
Philosophy	Craig Bourne	Richard Gray
Anthropology	Paul Gilbert	
Chinese Studies (Language)	Wei Shao	
Religious Studies	Suzanne Owen	
Ancient History; Classics; Greek; Latin	Alex McAuley	
International Development and Politics	Mike Sheaff	
Archaeology; Ancient Civilisations	Joanne Clarke	Stephen Rippon
Archaeology of Egypt, Aegean and Near East; Ancient Civilisations	Christian Knoblauch	
Religion and Theology	Eryl Wyn Davies	
Psychology Minor	Freya O'Brien	
Education Minor	TBC	David Galbraith
Theology and Religious Studies	TBC	
Celtic Studies	Ian Hughes	

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 2021/22

The academic year 2021/22 will be divided up as follows:

Induction

Semester 1:	11/09/21 - 17/12/21
Block 1B1	13/09/21 – 08/10/21
Block 1B2	18/10/21 – 12/11/21
Block 1B3	22/11/21 - 17/12/21
Christmas Break	20/12/21 – 03/01/22
Examining Boards:	31/01/22 - 11/02/22
Semester 2:	03/01/22 - 01/06/22
Block 2B4	10/01/22 – 04/02/22
Block 2B5	14/02/22 – 11/03/22
Block 2B6	21/03/22 – 14/04/22
Easter Break	15/04/22 – 29/04/22
Block 2B7	09/05/22 – 01/06/22
Examining Boards:	30/05/22 - 16/06/22
Re-sit Period:	18/07/22 - 22/07/22

Please note that dates are subject to change depending upon developments relating to the Coronavirus/Covid-19 pandemic.

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 enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement.

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'
- check your module results and examining board decision
- request to withdraw from your studies

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; and
- 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.

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 University Registry or Programme Manager.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Manager immediately of any change to their criminal convictions' status.

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 Assembly government and available on their website:
<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

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.

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. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Manager about the options available to you.

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

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 University's website and forms part of the *Mitigating Circumstances Policy*:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

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.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

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:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

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:

<http://www.uwtsd.ac.uk/academic-office/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 a copy of work presented 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
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module 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 Internet Explorer, 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 <http://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.
3. URL Input - Open any browser on an internet-connected device and navigate to <http://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 courses/modules in the **My Courses** block 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: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue.

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

ASSESSMENT FEEDBACK VIA TURNITIN

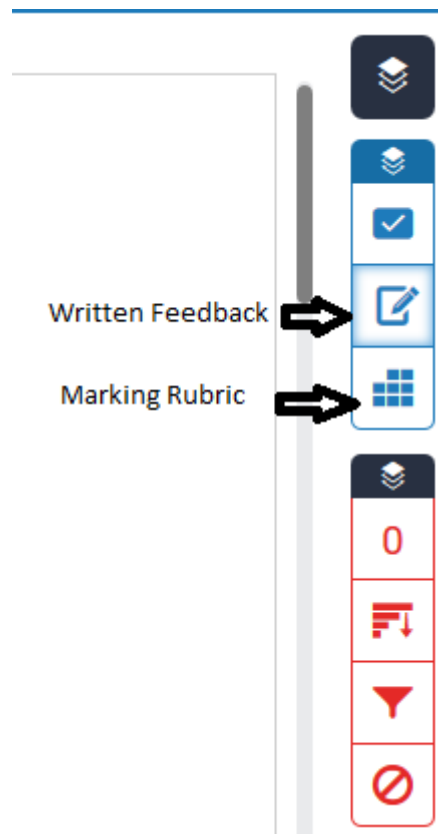
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

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 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)

Academic Year: 2021-22 Level: 4
Programme: Ancient Civilisations

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Do remember that you need to take ONE LANGUAGE module over the course of your degree.			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5

HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(2) BA Ancient History

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Demonstrate a clear and coherent 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 highly 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, a detailed 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 Skills (CS)

CS1: To be able to fully 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 a highly 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 clear 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: Clearly 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 in-depth 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: .Effectively 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: Showing strong 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)

Academic Year: 2021-22 Level: 4

Programme: BA Ancient History

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4

HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(2) BA Ancient and Medieval History

Programme Learning Outcomes: Ancient History

Knowledge and understanding (KU)

KU1: Demonstrate a clear and coherent 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 highly 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, a detailed 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 Skills (CS)

CS1: To be able to fully 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 a highly 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 clear 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: Clearly 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 in-depth 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: .Effectively 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: Showing strong 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)

Medieval Studies Learning Outcomes

Knowledge and understanding (KU)

KU1: Command of a substantial body of historical knowledge

KU2: Show an awareness of continuity and change over extended time spans

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)

Heritage Learning Outcomes

Subject Knowledge & Understanding (KU)

KU1: Philosophy, History & Context: Synthesise and appraise the social, cultural, ethical, political, aesthetic, economic and environmental theories and values that describe and influence our thinking about, and perception of, the past and how these have developed over time. Further, how such ideas have influenced attitudes and policies towards the preservation, conservation and stewardship of the past.

KU2: Practice: Awareness of the wider context of heritage and heritage practice; Understanding of the operation of all parts of the heritage sector and the agencies, bodies and individuals who have a significant role to play in its investigation, protection, conservation, restoration and development. In particular the legislative and policy framework for the protection of heritage and the conservation of the historic environment, its formulation locally, nationally and internationally, and an awareness of other relevant legislation and policies.

KU3: Investigation: Critical understanding of the methods used to explore and understand heritage and demonstrate the ability to carry out the investigation, analysis and recording of the historic environment, including archives, and to maintain records accordingly.

KU4: Historic Environment: Command a broad but substantive knowledge and understanding of the development of the historic environment in at least two regions showing an awareness of continuity and change over extended time spans. Understand and be able to appraise the significance of the remains of previous periods and other cultures.

KU5: Conservation and Stewardship: Analyse, evaluate and propose approaches to the conservation of heritage objects, buildings, structures & landscapes based upon knowledge of their characteristics and properties. Demonstrate critical analysis of the social, political, economic, legal, financial and business processes involved in enabling conservation, sustainable heritage development, heritage tourism and heritage-led

regeneration. Create heritage conservation & stewardship plans based on strategic analysis of conservation needs and appropriate end uses.

KU6: Interpretation and Engagement: Understand the creation of interpretive narratives from different perspectives. Knowledge of the range of methods which can be used in interpretation and engagement; the ability to analyse and evaluate the quality of a scheme of interpretation and comment constructively.

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

Cognitive & Critical Skills (thinking skills) (CS)

CS1: Critical and Creative Thinking: Organise thoughts, analyse, synthesise, critically appraise concepts and arguments; develop sustained argument and creatively propose new ideas.

CS2: Problem Solving and Decision Making: Identify and analyse complex problems; demonstrate the ability to create, identify and evaluate potential solutions / options; the ability to implement and review decisions.

CS3: Research: Conduct research either individually or as part of a team through research design, data collection, analysis, synthesis and reporting.

CS4: Qualitative and Quantitative Analysis: Use information and knowledge effectively: Demonstrate effective use of qualitative and quantitative methods for data gathering and analysis; including relevant statistical tools.

CS5: Communication: Communicate information, ideas, principles, theories and arguments to an intended audience by effective selection and use of appropriate written, oral and visual means.

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

Personal & Key Skills (Practical Skills) (PS)

PS1: Leadership: Develop the interpersonal skills to be an effective manager and leader; be able to identify an appropriate leadership style for different situations; demonstrate the ability to recognise and address social responsibility issues and ethical dilemmas.

PS2: Teamwork: Work with people within, between and outside organisations; demonstrate effective participation within team environments; recognise and utilise individuals' contributions in group processes and be able to negotiate and persuade or influence others; team selection, delegation, and development.

PS3: Personal Effectiveness: Critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience.

PS4: Personal Communication: Effective two-way communication: listening, empathy, effective oral and written communication of complex ideas and arguments.

PS5: Effective use of IT / Informatics: Effective comprehension and use of relevant IT including those used in communication. Application of IT to solving problems across several areas.

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

Academic Year: 2021-22 Level: 4

Programme: Ancient and Medieval History

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(3) BA Anthropology and Heritage

Programme Learning Outcomes: BA (Hons) Joint Honours Heritage Subject Knowledge & Understanding (KU)

KU1: Philosophy, History & Context: Synthesise and appraise the social, cultural, ethical, political, aesthetic, economic and environmental theories and values that describe and influence our thinking about, and perception of, the past and how these have developed over time. Further, how such ideas have influenced attitudes and policies towards the preservation, conservation and stewardship of the past.

KU2: Practice: Awareness of the wider context of heritage and heritage practice; Understanding of the operation of all parts of the heritage sector and the agencies, bodies and individuals who have a significant role to play in its investigation, protection, conservation, restoration and development. In particular the legislative and policy framework for the protection of heritage and the conservation of the historic environment, its formulation locally, nationally and internationally, and an awareness of other relevant legislation and policies.

KU3: Investigation: Critical understanding of the methods used to explore and understand heritage and demonstrate the ability to carry out the investigation, analysis and recording of the historic environment, including archives, and to maintain records accordingly.

KU4: Historic Environment: Command a broad but substantive knowledge and understanding of the development of the historic environment in at least two regions showing an awareness of continuity and change over extended time spans. Understand and be able to appraise the significance of the remains of previous periods and other cultures.

KU5: Conservation and Stewardship: Analyse, evaluate and propose approaches to the conservation of heritage objects, buildings, structures & landscapes based upon knowledge of their characteristics and properties. Demonstrate critical analysis of the social, political, economic, legal, financial and business processes involved in enabling conservation, sustainable heritage development, heritage tourism and heritage-led regeneration. Create heritage conservation & stewardship plans based on strategic analysis of conservation needs and appropriate end uses.

KU6: Interpretation and Engagement: Understand the creation of interpretive narratives from different perspectives. Knowledge of the range of methods which can be used in interpretation and engagement; the ability to analyse and evaluate the quality of a scheme of interpretation and comment constructively.

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

Cognitive & Critical Skills (thinking skills) (CS)

CS1: Critical and Creative Thinking: Organise thoughts, analyse, synthesise, critically appraise concepts and arguments; develop sustained argument and creatively propose new ideas.

CS2: Problem Solving and Decision Making: Identify and analyse complex problems; demonstrate the ability to create, identify and evaluate potential solutions / options; the ability to implement and review decisions.

CS3: Research: Conduct research either individually or as part of a team through research design, data collection, analysis, synthesis and reporting.

CS4: Qualitative and Quantitative Analysis: Use information and knowledge effectively: Demonstrate effective use of qualitative and quantitative methods for data gathering and analysis; including relevant statistical tools.

CS5: Communication: Communicate information, ideas, principles, theories and arguments to an intended audience by effective selection and use of appropriate written, oral and visual means.

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

Personal & Key Skills (Practical Skills) (PS)

PS1: Leadership: Develop the interpersonal skills to be an effective manager and leader; be able to identify an appropriate leadership style for different situations; demonstrate the ability to recognise and address social responsibility issues and ethical dilemmas.

PS2: Teamwork: Work with people within, between and outside organisations; demonstrate effective participation within team environments; recognise and utilise individuals' contributions in group processes and be able to negotiate and persuade or influence others; team selection, delegation, and development.

PS3: Personal Effectiveness: Critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience.

PS4: Personal Communication: Effective two-way communication: listening, empathy, effective oral and written communication of complex ideas and arguments.

PS5: Effective use of IT / Informatics: Effective comprehension and use of relevant IT including those used in communication. Application of IT to solving problems across several areas.

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

Programme Learning Outcomes (BA (Hons) Joint Honours, Anthropology)

Knowledge and understanding (KU)

KU1: knowledge and understanding of the key concepts, core theories and ethical principles underpinning and shaping Anthropology as a subject that is concerned with human diversity

KU2: detailed knowledge of specific themes and the intellectual debates concerning them (e.g.: gender, exchange, materialities, power, the family); understand that all knowledge is contested or contestable; recognise the ambiguity, ethical issues, limitations and social value of ethnographic and anthropological 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 anthropological theory.

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: 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)

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)

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

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

Academic Year: 2021-22 Level: 4

Programme: Anthropology and Heritage

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block

HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(4) Anthropology and History

Programme Learning Outcomes (BA (Hons) Joint Honours, Anthropology) **Knowledge and understanding (KU)**

KU1: knowledge and understanding of the key concepts, core theories and ethical principles underpinning and shaping Anthropology as a subject that is concerned with human diversity

KU2: detailed knowledge of specific themes and the intellectual debates concerning them (e.g.: gender, exchange, materialities, power, the family); understand that all knowledge is contested or contestable; recognise the ambiguity, ethical issues, limitations and social value of ethnographic and anthropological 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 anthropological theory.

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: 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)

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)

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

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

Programme Learning Outcomes (BA (Hons) Joint Honours History)

Knowledge and understanding (KU)

KU1: Command of a substantial body of historical knowledge

KU2: Show an awareness of continuity and change over extended time spans **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)

Academic Year: 2021-22 Level: 4
Programme: Anthropology and History

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2

ECGE4006	Contemporary Challenges: Making a Difference	20	6
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Select 60 credits from this group

Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(5) BA Archaeology

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: demonstrate sophisticated and comparative knowledge of the archaeology of a number of geographical regions and a number of chronological periods;

KU2 demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed

KU3: demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary environmental archaeological data;

KU4: 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 critically 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: develop core post-excavation and post-survey techniques

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 skills

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

Academic Year: 2021-22 Level: 4

Programme: Archaeology

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(6) BA Archaeology and Anthropology

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: demonstrate sophisticated and comparative knowledge of the archaeology of a number of geographical regions and a number of chronological periods;

KU2 demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed

KU3: demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary environmental archaeological data;

KU4: 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 critically 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: develop core post-excavation and post-survey techniques

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 skills

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

Programme Learning Outcomes (BA (Hons) Joint Honours, Anthropology)
Knowledge and understanding (KU)

KU1: knowledge and understanding of the key concepts, core theories and ethical principles underpinning and shaping Anthropology as a subject that is concerned with human diversity

KU2: detailed knowledge of specific themes and the intellectual debates concerning them (e.g.: gender, exchange, materialities, power, the family); understand that all knowledge is contested or contestable; recognise the ambiguity, ethical issues, limitations and social value of ethnographic and anthropological 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 anthropological theory.

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: 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)

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)

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

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

Academic Year: 2021-22 Level: 4

Programme: Archaeology and Anthropology

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(7) BA Archaeology with Ancient Egyptian Culture

Programme Learning Outcomes: BA (Hons) Archaeology

Knowledge and understanding (KU)

KU1: demonstrate sophisticated and comparative knowledge of the archaeology of a number of geographical regions and a number of chronological periods; **KU2** demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed

KU3: demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary environmental archaeological data;

KU4: 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 critically 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: develop core post-excavation and post-survey techniques

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 skills

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

Programme Learning Outcomes (BA (Hons) Minor in Ancient Egyptian Culture)
Knowledge and understanding (KU)

KU1: Demonstrate a broad and comparative understanding of ancient Egypt, with a focus upon their historical, cultural, social and political organisation;

KU2: Demonstrate a broad and comparative knowledge of how ancient Egypt understood itself 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)

Academic Year: 2021-22 Level: 4
Programme: Archaeology with Ancient Egyptian Culture

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5

HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(7) BA Chinese Studies

Programme Learning Outcomes (BA (Hons) Chinese Studies)

Knowledge and understanding (KU)

KU1: Demonstrate a critical and analytical understanding of the academic study of the history, society and culture of the Chinese world from different disciplinary perspectives

KU2: Demonstrate fluency in Modern Chinese (Mandarin) in speaking, reading, and writing

KU3: Read and use primary as well as secondary sources, in the original language where appropriate, both critically and empathetically

KU4: Evaluate the contribution of different scholars to the study of China **KU5:** Evaluate the contribution of different scholars to the study of China

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 and analytical understanding of the academic study of the history, society and culture of the Chinese world from different disciplinary perspectives

CS2: Demonstrate fluency in Modern Chinese (Mandarin) in speaking, reading, and writing

CS3: Read and use primary as well as secondary sources, in the original language where appropriate, both critically and empathetically

CS4: Evaluate the contribution of different scholars to the study of China

CS5: Engage analytically with a range of issues relating to the place of China in the modern world

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: Show clarity, fluency, and coherence in written and oral expression

PS2: Identify relevant sources of information, critically evaluate the material and present their own interpretation in a coherent way, showing an ability to understand complex lines of reasoning

PS3: Use IT effectively to aid efficient searching, evaluation and selection of information and to present work using a format and style to suit the purpose, subject and audience

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: Select information effectively to tackle a particular issue or problem and present information clearly and accurately, with evidence to support their conclusions **KS2:** Establish and effectively maintain co-operative working relationships and negotiate and develop effective ways of presenting outcomes

KS3: Identify future targets, manage time effectively and critically reflect on what and how they are learning

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

Academic Year: 2021-22 Level: 4
Programme: Chinese Studies

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
HPCL4009	Chinese 1	20	3
HPCL4010	Chinese 2	20	5
ECGE4006	Contemporary Challenges: Making a Difference	20	6
HPCL4013	Chinese 3	20	7

(8) BA Classical Civilisation

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Demonstrate a highly sophisticated knowledge of the discipline of Classics and the related discipline, and the various areas researched within them;

KU2: State clearly, discuss and demonstrate a highly critical understanding of the following: political, social, textual, intellectual, historical, religious, ethical, institutional and aesthetic aspects of Classics and the related discipline;

KU3: Critically discuss and demonstrate, where appropriate, a sophisticated understandings of the sources material and its interpretation by modern scholars in Classics and the related discipline;

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: To be able to critically appreciate the cultural and historical legacy of Classics and the related discipline in our modern society, and the way this legacy is adapted to modern debates about truth, aesthetics, identity, peace, war and justice;

CS2: Demonstrate highly sophisticated understanding of the multi-faceted complexity of various historical, philosophical, and cultural texts, epigraphy, material culture and other applicable evidence relating to Classics and the related discipline; 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 clear 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 in a nuanced manner;

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: Clearly 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 strong 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)

Academic Year: 2021-22 Level: 4

Programme: Classical Civilisation

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(8) BA Classical Civilisation and Archaeology

Programme Learning Outcomes: BA (Hons) Joint Honours Classical Civilisation Knowledge and understanding (KU)

KU1: Demonstrate a highly sophisticated knowledge of the discipline of Classics and the related discipline, and the various areas researched within them;

KU2: State clearly, discuss and demonstrate a critical understanding of the following: political, social, textual, intellectual, historical, religious, ethical, institutional and aesthetic aspects of Classics and the related discipline;

KU3: Critically discuss and demonstrate, where appropriate, an understanding of the sources material and its interpretation by modern scholars in Classics and the related discipline;

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: To be able to critically appreciate the cultural and historical legacy of Classics and the related discipline in our modern society, and the way this legacy is adapted to modern debates about truth, aesthetics, identity, peace, war and justice;

CS2: Demonstrate a highly sophisticated understanding of the multi-faceted complexity of various historical, philosophical, and cultural texts, epigraphy, material culture and other applicable evidence relating to Classics and the related discipline; 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 strong 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 in a nuanced manner;

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 strong 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)

Programme Learning Outcomes: BA (Hons) Joint Honours Archaeology

Knowledge and understanding (KU)

KU1: demonstrate sophisticated and comparative knowledge of the archaeology of a number of geographical regions and a number of chronological periods;

KU2: demonstrate a critical understanding of the principles and methods by which archaeological data are acquired and analysed

KU3: demonstrate sophisticated knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description and analysis of primary environmental archaeological data;

KU4: 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 critically 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: develop core post-excavation and post-survey techniques

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 skills

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

Academic Year: 2021-22 Level: 4

Programme: Classical Civilisation and Archaeology

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7

HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(9) BA Classical Civilisation and Creative Writing

Programme Learning Outcomes (BA (Hons) Joint Honours Classical Civilisation)

BA (Hons) Joint Honours Classical Civilisation

Knowledge and understanding (KU)

KU1: Demonstrate a highly sophisticated knowledge of the discipline of Classics and the related discipline, and the various areas researched within them;

KU2: State clearly, discuss and demonstrate a critical understanding of the following: political, social, textual, intellectual, historical, religious, ethical, institutional and aesthetic aspects of Classics and the related discipline;

KU3: Critically discuss and demonstrate, where appropriate, an understanding of the sources material and its interpretation by modern scholars in Classics and the related discipline;

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: To be able to critically appreciate the cultural and historical legacy of Classics and the related discipline in our modern society, and the way this legacy is adapted to modern debates about truth, aesthetics, identity, peace, war and justice;

CS2: Demonstrate a highly sophisticated understanding of the multi-faceted complexity of various historical, philosophical, and cultural texts, epigraphy, material culture and other applicable evidence relating to Classics and the related discipline; 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 strong 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 in a nuanced manner;

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 strong 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)

Programme Learning Outcomes: Creative Writing

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)

Academic Year: 2021-22 Level: 4

Programme: Classical Civilisation and Creative Writing

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5

HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(10) BA Classics

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Demonstrate a highly sophisticated knowledge of the discipline of Classics, and the various areas researched within it;

KU2: Show a very good knowledge of Latin and Greek, syntax, vocabulary and grammar;

KU3: Demonstrate a strong ability in critically dealing with ancient texts and modern commentaries.

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: To be able to clearly appreciate the cultural and historical legacy of Classics in our modern society, and the way this legacy is adapted to modern debates about truth, aesthetics, identity, peace, war and justice;

CS2: Demonstrate a highly sophisticated understanding of the multi-faceted complexity of the literary legacy of the Graeco-Roman world;

CS3: Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, linguistic, hermeneutical, empirical.

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: Clearly 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: Clearly 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 strong 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)

Academic Year: 2021-22

Level: 6

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5

HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Command of a substantial body of historical knowledge KU2: Show an awareness of continuity and change over extended time spans

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)

Academic Year: 2021-22 Level: 4

Programme: Conflict and War

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5

HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(12) BA 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)

Academic Year: 2021-22 Level: 4

Programme: BA Creative Writing

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5

HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

13) BA Creative Writing and English

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)

Programme Learning Outcomes (BA (Hons) Joint Honours English)

Knowledge and understanding (KU)

KU1. Demonstrate a wide knowledge of English literature, its production and its critical reception, including writing from periods before 1800 and the range of principal literary genres across poetry, prose and drama, as well as non-literary genres, and an understanding of how culture, language, technology, and economics affect how, where and by whom texts are produced and received;

KU2. Display confident textual analysis and fluent critical argument, attending to language, structure and form, the historical context of production, and the role of the reader in the process of communication and interpretation;

KU3. Interpret and articulate ideas and values as represented in the discipline of English and apply their understanding of critical, analytic, scholarly, theoretically informed, and creative approaches (and the terminology associated with them) to produce knowledge and meaning;

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 sensitivity to, and sophisticated understanding of, the production, interpretation and negotiation of meaning in literary and non-literary texts, how they interrelate with other aspects of culture and with social, political, intellectual, and religious contexts, and the relationship between this and the capacity to understand the world, both past and present, from a variety of perspectives;

CS2. Demonstrate independence of mind, originality of approach in interpretative and written practice, and intellectual flexibility through the practice and critical evaluation of a variety of complementary methods of approach to the subject of English, for example, historical, linguistic, bibliographical, theoretical, critical, creative, and reflexive or hermeneutical.

CS3. Exhibit emotional and imaginative, as well as intellectual and abstract, appreciation of different points of view and others' experience;

CS4. Appreciate the cultural and historical legacy of English literature in our society, and the way this legacy is adapted to modern debates about aesthetics, culture, heritage, nationhood, identity, difference, class, race, gender, values, and ethics, among others.

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 rhetorical strategies in deploying and evaluating evidence, in persuasive expression and fluent and effective communication of ideas, and in coherent and sustained argument, including the use of a broad range of vocabulary and critical terminology, and the ability to relate materials to an intended audience;

PS2. Exhibit an effective command of written English together with a wide-ranging and accurate vocabulary, a sophisticated writing ability, and an understanding of writing as a process (including revision and editing);

PS3. Exhibit self-reflective critical judgement, reflect on and interact with the convictions and behaviours, especially the verbal behaviours, of others, and engage with and manage arguments, debates, and different points of view;

PS4. Make discriminating use of a full range of library printed and electronic resources in order to identify appropriate source material, compile bibliographies, and acquire and process diverse and complex information for and into structured projects;

PS5. Use information-technology skills to support research, produce written work, 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. Undertake self-directed study/learning (including time management), conduct independent research through self-formulated questions and tasks, and organise relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation;

KS2. Communicate information, ideas, arguments, principles, theories, and points of view, clearly and in a variety of formats;

KS3. Demonstrate independence of mind, including the ability to challenge received ideas and self-reflective awareness of one's own arguments, opinions, perspectives, and prejudices.

KS4. Understand and represent perspectives, views, and arguments other than the student's own, while as appropriate expressing with confidence their own perspective without denigration of others.

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

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group

Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(13) BA English and History

English

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1. Demonstrate a wide knowledge of English literature, its production and its critical reception, including writing from periods before 1800 and the range of principal literary genres across poetry, prose and drama, as well as non-literary genres, and an understanding of how culture, language, technology, and economics affect how, where and by whom texts are produced and received;

KU2. Display confident textual analysis and fluent critical argument, attending to language, structure and form, the historical context of production, and the role of the reader in the process of communication and interpretation;

KU3. Interpret and articulate ideas and values as represented in the discipline of English and apply their understanding of critical, analytic, scholarly, theoretically informed, and creative approaches (and the terminology associated with them) to produce knowledge and meaning;

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 sensitivity to, and sophisticated understanding of, the production, interpretation and negotiation of meaning in literary and non-literary texts, how they interrelate with other aspects of culture and with social, political, intellectual, and religious contexts, and the relationship between this and the capacity to understand the world, both past and present, from a variety of perspectives;

CS2. Demonstrate independence of mind, originality of approach in interpretative and written practice, and intellectual flexibility through the practice and critical evaluation of a variety of complementary methods of approach to the subject of English, for example, historical, linguistic, bibliographical, theoretical, critical, creative, and reflexive or hermeneutical.

CS3. Exhibit emotional and imaginative, as well as intellectual and abstract, appreciation of different points of view and others' experience;

CS4. Appreciate the cultural and historical legacy of English literature in our society, and the way this legacy is adapted to modern debates about aesthetics, culture, heritage, nationhood, identity, difference, class, race, gender, values, and ethics, among others.

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 rhetorical strategies in deploying and evaluating evidence, in persuasive expression and fluent and effective communication of ideas, and in coherent and sustained

argument, including the use of a broad range of vocabulary and critical terminology, and the ability to relate materials to an intended audience;

PS2. Exhibit an effective command of written English together with a wide-ranging and accurate vocabulary, a sophisticated writing ability, and an understanding of writing as a process (including revision and editing);

PS3. Exhibit self-reflective critical judgement, reflect on and interact with the convictions and behaviours, especially the verbal behaviours, of others, and engage with and manage arguments, debates, and different points of view;

PS4. Make discriminating use of a full range of library printed and electronic resources in order to identify appropriate source material, compile bibliographies, and acquire and process diverse and complex information for and into structured projects;

PS5. Use information-technology skills to support research, produce written work, 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. Undertake self-directed study/learning (including time management), conduct independent research through self-formulated questions and tasks, and organise relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation;

KS2. Communicate information, ideas, arguments, principles, theories, and points of view, clearly and in a variety of formats;

KS3. Demonstrate independence of mind, including the ability to challenge received ideas and self-reflective awareness of one's own arguments, opinions, perspectives, and prejudices.

KS4. Understand and represent perspectives, views, and arguments other than the student's own, while as appropriate expressing with confidence their own perspective without denigration of others.

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

History

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Command of a substantial body of historical knowledge

KU2: Show an awareness of continuity and change over extended time spans

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)

History

Academic Year: 2021-22 Level: 4

Programme: BA English and History

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5

HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(14) BA English

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1. Demonstrate a wide knowledge of English literature, its production and its critical reception, including writing from periods before 1800 and the range of principal literary genres across poetry, prose and drama, as well as non-literary genres, and an understanding of how culture, language, technology, and economics affect how, where and by whom texts are produced and received;

KU2. Display confident textual analysis and fluent critical argument, attending to language, structure and form, the historical context of production, and the role of the reader in the process of communication and interpretation;

KU3. Interpret and articulate ideas and values as represented in the discipline of English and apply their understanding of critical, analytic, scholarly, theoretically informed, and creative approaches (and the terminology associated with them) to produce knowledge and meaning;

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 sensitivity to, and sophisticated understanding of, the production, interpretation and negotiation of meaning in literary and non-literary texts, how they interrelate with other aspects of culture and with social, political, intellectual, and religious contexts, and the relationship between this and the capacity to understand the world, both past and present, from a variety of perspectives;

CS2. Demonstrate independence of mind, originality of approach in interpretative and written practice, and intellectual flexibility through the practice and critical evaluation of a variety of complementary methods of approach to the subject of English, for example, historical, linguistic, bibliographical, theoretical, critical, creative, and reflexive or hermeneutical.

CS3. Exhibit emotional and imaginative, as well as intellectual and abstract, appreciation of different points of view and others' experience;

CS4. Appreciate the cultural and historical legacy of English literature in our society, and the way this legacy is adapted to modern debates about aesthetics, culture, heritage, nationhood, identity, difference, class, race, gender, values, and ethics, among others.

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 rhetorical strategies in deploying and evaluating evidence, in persuasive expression and fluent and effective communication of ideas, and in coherent and sustained

argument, including the use of a broad range of vocabulary and critical terminology, and the ability to relate materials to an intended audience;

PS2. Exhibit an effective command of written English together with a wide-ranging and accurate vocabulary, a sophisticated writing ability, and an understanding of writing as a process (including revision and editing);

PS3. Exhibit self-reflective critical judgement, reflect on and interact with the convictions and behaviours, especially the verbal behaviours, of others, and engage with and manage arguments, debates, and different points of view;

PS4. Make discriminating use of a full range of library printed and electronic resources in order to identify appropriate source material, compile bibliographies, and acquire and process diverse and complex information for and into structured projects;

PS5. Use information-technology skills to support research, produce written work, 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. Undertake self-directed study/learning (including time management), conduct independent research through self-formulated questions and tasks, and organise relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation;

KS2. Communicate information, ideas, arguments, principles, theories, and points of view, clearly and in a variety of formats;

KS3. Demonstrate independence of mind, including the ability to challenge received ideas and self-reflective awareness of one's own arguments, opinions, perspectives, and prejudices.

KS4. Understand and represent perspectives, views, and arguments other than the student's own, while as appropriate expressing with confidence their own perspective without denigration of others.

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

Academic Year: 2021-22 Level: 4

Programme: BA English

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block

HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group

Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(15) BA History

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Command of a substantial body of historical knowledge

KU2: Show an awareness of continuity and change over extended time spans

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)

Academic Year: 2021-22 Level: 4

Programme: History

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(16) BA 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 nonspecialist 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)

Academic Year: 2021-22 Level: 4
Programme: Liberal Arts

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7

HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(17) BA Medieval Studies

Medieval Studies Learning Outcomes

Knowledge and understanding (KU)

KU1: Command of a substantial body of historical knowledge

KU2: Show an awareness of continuity and change over extended time spans

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)

Heritage Learning Outcomes

Subject Knowledge & Understanding (KU)

KU1: Philosophy, History & Context: Synthesise and appraise the social, cultural, ethical, political, aesthetic, economic and environmental theories and values that describe and influence our thinking about, and perception of, the past and how these have developed over time. Further, how such ideas have influenced attitudes and policies towards the preservation, conservation and stewardship of the past.

KU2: Practice: Awareness of the wider context of heritage and heritage practice; Understanding of the operation of all parts of the heritage sector and the agencies, bodies and individuals who have a significant role to play in its investigation, protection, conservation, restoration and development. In particular the legislative and policy framework for the protection of heritage and the conservation of the historic environment, its formulation locally, nationally and internationally, and an awareness of other relevant legislation and policies.

KU3: Investigation: Critical understanding of the methods used to explore and understand heritage and demonstrate the ability to carry out the investigation, analysis and recording of the historic environment, including archives, and to maintain records accordingly.

KU4: Historic Environment: Command a broad but substantive knowledge and understanding of the development of the historic environment in at least two regions showing an awareness of continuity and change over extended time spans. Understand and be able to appraise the significance of the remains of previous periods and other cultures.

KU5: Conservation and Stewardship: Analyse, evaluate and propose approaches to the conservation of heritage objects, buildings, structures & landscapes based upon knowledge of their characteristics and properties. Demonstrate critical analysis of the social, political, economic, legal, financial and business processes involved in enabling conservation, sustainable heritage development, heritage tourism and heritage-led regeneration. Create heritage conservation & stewardship plans based on strategic analysis of conservation needs and appropriate end uses.

KU6: Interpretation and Engagement: Understand the creation of interpretive narratives from different perspectives. Knowledge of the range of methods which can be used in interpretation and engagement; the ability to analyse and evaluate the quality of a scheme of interpretation and comment constructively.

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

Cognitive & Critical Skills (thinking skills) (CS)

CS1: Critical and Creative Thinking: Organise thoughts, analyse, synthesise, critically appraise concepts and arguments; develop sustained argument and creatively propose new ideas.

CS2: Problem Solving and Decision Making: Identify and analyse complex problems; demonstrate the ability to create, identify and evaluate potential solutions / options; the ability to implement and review decisions.

CS3: Research: Conduct research either individually or as part of a team through research design, data collection, analysis, synthesis and reporting.

CS4: Qualitative and Quantitative Analysis: Use information and knowledge effectively: Demonstrate effective use of qualitative and quantitative methods for data gathering and analysis; including relevant statistical tools.

CS5: Communication: Communicate information, ideas, principles, theories and arguments to an intended audience by effective selection and use of appropriate written, oral and visual means.

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

Personal & Key Skills (Practical Skills) (PS)

PS1: Leadership: Develop the interpersonal skills to be an effective manager and leader; be able to identify an appropriate leadership style for different situations; demonstrate the ability to recognise and address social responsibility issues and ethical dilemmas.

PS2: Teamwork: Work with people within, between and outside organisations; demonstrate effective participation within team environments; recognise and utilise individuals' contributions in group processes and be able to negotiate and persuade or influence others; team selection, delegation, and development.

PS3: Personal Effectiveness: Critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience.

PS4: Personal Communication: Effective two-way communication: listening, empathy, effective oral and written communication of complex ideas and arguments.

PS5: Effective use of IT / Informatics: Effective comprehension and use of relevant IT including those used in communication. Application of IT to solving problems across several areas.

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

Academic Year: 2021-22 Level: 4
Programme: Medieval Studies

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block

HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(18) BA 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: Demonstrates an awareness of major issues currently at the frontiers of philosophical debate and research.

KU4: 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 see difficulties in what, at first sight, seems unproblematic, to identify shared assumptions that are behind apparently irresolvable disagreement.

CS3: 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.

CS4: 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.

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: 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.

KS4: Demonstrate the ability to assess the relevance and importance of the ideas of others.

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

Academic Year: 2021-22 Level: 4

Programme: Philosophy

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(19) BA Religion, Philosophy and Ethics

Programme Learning Outcomes

Knowledge and understanding

KU1: demonstrate comprehension of and engagement with at least one religious tradition in its varied and central forms

KU2: 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

KU3: discuss and demonstrate, where appropriate, critical comprehension of the religion's or religions' classic sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings

KU4: evaluate and critically analyse primary and secondary sources, including materials, where appropriate, from related disciplines.

KU5: demonstrate comprehension of and analyse a range of themes, debates and methods within religious studies and where appropriate from related subjects and evaluate a range of associated critical scholarship

KU6: apply insights, themes and debates from religious studies appropriately to broader social and disciplinary contexts.

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

CS1: present arguments for their own views while acknowledging and representing fairly the views of others

CS2: demonstrate with sensitivity awareness of the conviction and claims to certainty that may arise in religious traditions, with their positive and negative effects

CS3: demonstrate sophisticated understanding of the multi-faceted complexity of religions, for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, norms, aesthetics and aspirations

CS4: demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, systematic, dogmatic, exegetical, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological, practical, pastoral

CS5: demonstrate awareness of and critical assessment of religious contributions to debate in the public arena concerning, for example, values, truth, beauty, identity, health, peace and justice

CS6: demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both positive and negative effects, and how important such identities are

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

PS1: communicate information, ideas, arguments, principles and theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented

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: identify, gather and analyse primary data and source material, whether through textual studies or fieldwork

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

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)

Programme Learning Outcomes (BA (Hons) Minor in Philosophy)

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.

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.

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)

Academic Year: 2021-22 Level: 4

Programme: Religion, Philosophy and Ethics

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4
HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

(20) BA Religious Studies

Programme Learning Outcomes

Knowledge and understanding

KU1: demonstrate comprehension of and engagement with at least one religious tradition in its varied and central forms

KU2: 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

KU3: discuss and demonstrate, where appropriate, critical comprehension of the religion's or religions' classic sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings

KU4: evaluate and critically analyse primary and secondary sources, including materials, where appropriate, from related disciplines.

KU5: demonstrate comprehension of and analyse a range of themes, debates and methods within religious studies and where appropriate from related subjects and evaluate a range of associated critical scholarship

KU6: apply insights, themes and debates from religious studies appropriately to broader social and disciplinary contexts.

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

CS1: present arguments for their own views while acknowledging and representing fairly the views of others

CS2: demonstrate with sensitivity awareness of the conviction and claims to certainty that may arise in religious traditions, with their positive and negative effects

CS3: demonstrate sophisticated understanding of the multi-faceted complexity of religions, for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, norms, aesthetics and aspirations

CS4: demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, systematic, dogmatic, exegetical, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological, practical, pastoral

CS5: demonstrate awareness of and critical assessment of religious contributions to debate in the public arena concerning, for example, values, truth, beauty, identity, health, peace and justice

CS6: demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both positive and negative effects, and how important such identities are

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

PS1: communicate information, ideas, arguments, principles and theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented

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: identify, gather and analyse primary data and source material, whether through textual studies or fieldwork

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

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)

Academic Year: 2021-22 Level: 4

Programme: Religious Studies

Campus: Lampeter

Please note that staffing constraints could result in the University having to change the module portfolio on offer.

Full time students must select 120 credits.

Compulsory			
Module Code	Module Title	Credits	Block
HPHP4018	Exploring the Humanities	20	1
ECGE4005	Learning in the Digital Era	20	2
ECGE4006	Contemporary Challenges: Making a Difference	20	6

Select 60 credits from this group			
Module Code	Module Title	Credits	Block
HPCL4009	Chinese 1	20	3
HPHP4006	Myths and Mythology: How Stories Shape the World	20	3
HPHP4019	The Nature of Objects: why matter matters	20	3
HPHP4004	The Colonial Project and the Humanities	20	4
HPHP4002	Death, Burial and the Afterlife	20	4
HPLA4001	Latin 1	20	4

HPHP4017	Morality, Ethics and Reason	20	5
HPHP4013	From Egypt to the Near East: phenomena of the Mediterranean	20	5
HPCL4010	Chinese 2	20	5
HPLA4002	Latin 2	20	5
HPHP4005	Cultures and Philosophies of Politics	20	7
HPHP4014	Gender, Sex, & Sexuality: Historical & Critical Perspectives 38	20	7
HPCL4013	Chinese 3	20	7
HPLA4003	Latin 3	20	7
HPAR4001	Into the Field (Excavation)	20	7

UNIVERSITY ATTENDANCE POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the attendance policy relevant to you (see <https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>);
- you are fully aware of procedures to follow in case of unexpected absences;
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI Tier 4 Visa**. Failure to adhere to the requirements and conditions of the Attendance Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your Tier 4 visa sponsorship.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal due to poor attendance is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appealscomplaints-and-other-student-cases/>).

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/studentcharter/>).

The University also has Fitness to Study and Fitness to Practise Policies (see <https://www.uwtsd.ac.uk/academic-office/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 MISCONDUCT AND PLAGIARISM

The University defines academic misconduct as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...'. 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).

Plagiarism is one type of academic misconduct. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. 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.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook* and the associated *Academic Misconduct Policy*, which can be seen on the University website or obtained from the Institute Offices. <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> or in print from the Library and Learning Resources.

Please speak to your module tutor as to the appropriate referencing style to use in the module.

A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is*

important not to claim originality where it does not exist but to indicate in general where the information comes from.

- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Academic Misconduct

There are other types of academic misconduct, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of academic misconduct.

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives.

The library prioritises the purchase of e-books over print wherever possible and loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. It is expected that at least all Essential reading list items are available from the library. The LLR follows a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <https://uwtsd.ac.uk/library/need-more/>.

Learning Spaces

There are six libraries across the Carmarthen, Lampeter, London and Swansea campuses. As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group

UNIVERSITY ATTENDANCE POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the attendance policy relevant to you (see <https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>);
- you are fully aware of procedures to follow in case of unexpected absences;
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI student Visa**. Failure to adhere to the requirements and conditions of the Attendance 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 poor attendance – Information on how to appeal against withdrawal due to poor attendance is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

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/studentcharter/>).

The University also has Support for Study and Fitness to Practise Policies (see <https://www.uwtsd.ac.uk/academic-office/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 MISCONDUCT AND PLAGIARISM

The University defines academic misconduct as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...'. 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).

Plagiarism is one type of academic misconduct. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. 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.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 12 of the *Academic Quality Handbook* and the associated *Academic Misconduct Policy*, which can be seen on the University website or obtained from the Institute Offices.

<https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously, you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles.

The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> or in print from the Library and Learning Resources. A Referencing Essentials session will be provided

during the first term of your first year but as a general rule of thumb observe the following:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Academic Misconduct

There are other types of academic misconduct, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of academic misconduct.

LIBRARY AND LEARNING RESOURCES

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Learning Spaces

As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study

spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7 providing access to scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

InfoSkills

All students are provided with a library tour, a Basic Skills session and a Referencing Essentials session in the first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered throughout the year to help students develop their Information Skills further to support their academic success and employability. These include sessions on identifying fake news, using statistics, Copyright awareness, and managing your online identity. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, and also attend other relevant Institute meetings where invited, including the Institute Board. For further information on InfoSkills provision go to: <https://www.uwtsd.ac.uk/library/infoskills/>

Special Collections and Archives

The Library is also home to the Special Collections of UWTSD, including the University's oldest printed books, manuscripts and archives. The Special Collections include over 35,000 printed works, 8 medieval manuscripts, around 100 post medieval manuscripts, and 69 incunables. Material from the Archives includes the institutional archive of St David's College, later The University of Wales, Lampeter, and Trinity College Carmarthen, both constituent members of the University of Wales Trinity Saint David. Students are encouraged to use these wonderful resources as part of their studies, regardless of discipline. Visits and workshops are often arranged within the purpose-built reading rooms in the Lampeter campus library and there is a regular programme of exhibitions across the campuses and online.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. The latest updates on Covid related impact to services during 21/22 can be found here <https://uwtsd.ac.uk/library/help-and-support/covid-19-services/>. Please also follow the Library and Learning Resources on Facebook, Instagram or Twitter for up-to-date news, service developments and information on new services and resources: @UWTSDLib

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, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

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 <http://www.uwtsd.ac.uk/study-skills/>.

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: <http://www.uwtsd.ac.uk/study-skills/>.

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:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>