

BSc (Hons) Economics with Philosophy Programme Specification

Programme Title & award	Bachelor of Science (Honours) in Economics with Philosophy	UCAS Code	Q364
Programme Level	Level 6 (FHEQ)	JACS Code	L100 V500
Relevant QAA Benchmark Statement	Economics Philosophy	Programme Code	BNCHEPF
Awarding Body	Southampton Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	November 2015
Mode of Study	Full Time	Duration of Study	3 years

PROGRAMME STRUCTURE

The degree is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are 12 weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in Philosophy, the minor subject, will be taught over the whole of the academic year. The courses in Economics, the major subject, may be taught in more concentrated periods through the year.

STRUCTURE OF THE ECONOMICS MAJOR (270 credits)

The **Economics** major consists of nine courses:

FIRST YEAR (LEVEL 4)

Core Courses:

NCH400 Introduction to Economics (30 credits)

NCH401 Mathematics (15 credits)

NCH402 Statistics (15 credits)

NCH404 International Development (30 credits)

SECOND YEAR (LEVEL 5)

Core Courses:

NCH533 Microeconomics I (15 credits)

NCH534 Microeconomics II (15 credits)

NCH501A Macroeconomics I (15 credits)

NCH501B Macroeconomics II (15 credits)

NCH502 Econometrics (30 credits)

THIRD YEAR (LEVEL 6)

Core Courses:

NCH600A Applied Economics I (15 credits)

NCH600B Applied Economics II (15 credits)

And a choice of **two** from

NCH601A Finance I (15 credits) and

NCH601B Finance II (15 credits)

NCH602 Political Economy (30 credits)

NCH603 Dissertation (Economics) (30 credits)

Supervision of the Dissertation can be arranged with any member of the Economics Faculty, subject to staff availability.

STRUCTURE OF THE PHILOSOPHY MINOR (90 credits)

The **Philosophy** minor consists of three courses:

First Year: NCH407 Ethics (30 credits)

Second Year: NCH506 Modern Philosophy (Advanced) (30 credits)

Third Year: NCH631 Advanced Ethics (30 credits) OR

NCH629 Aesthetics (30 credits) OR

NCH632 Kant to Nietzsche (30 credits) OR

NCH633 Philosophy of Mind & Language (30 credits) OR

NCH628 Political Philosophy (30 credits)

ENTRANCE REQUIREMENTS

AGE

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's [policy](#) normally turn 18 before December 31st of that academic year.

GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, work samples, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

SPECIFIC ENTRANCE REQUIREMENTS

Economics Major: Mathematics at A-level, IB or equivalent, or completion of a summer course

Philosophy Minor: None.

RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Southampton Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

AIMS OF THE PROGRAMME

The central purpose of the Economics major as a subject is to understand the structures that influence well-being and wealth. The Economics programmes at the College encourage students to think critically about the building blocks of the discipline of Economics, as well as enable them to use their knowledge to understand economic events and decisions in the real world.

The key aims of all Economics programmes at the College are threefold. Firstly, they encourage the student to think rigorously about economic theory. Secondly, they develop their quantitative skills in order to engage with the subject as it is commonly practised. Finally, they help the student understand economic conditions in different institutional, geographic and socioeconomic settings, in which process the Minor subject is of particular use.

The Economics with Philosophy programme, in particular, aims to prepare students to be educated observers of economic and socio-political processes, with the additional rigour of thought provided by the study of Philosophy. The combination of technical and analytical Economics training together with the study of Philosophy gives students the ability to produce sophisticated economic thoughts, understand the multifaceted causes and consequences of economic and social policy, and comment on intangible outcomes, such as the moral and ethical underpinnings of policy.

KNOWLEDGE AND UNDERSTANDING

The programme aims to:

- give students a solid grounding in both microeconomic and macroeconomic theory, the methodological conventions of the field (including graphical and mathematical);
- give students an understanding of the appropriate econometric and other quantitative techniques required for a career as a professional of the economy;
- make students aware of the importance of real-life data in economic work and how it can be used for forming economic policy;
- cultivate an understanding of historical and current debates within Economics and related fields;
- stimulate awareness of, and an enduring interest in, economic policy debates;
- cultivate and engage appreciation of the central questions of philosophy and foster knowledge and understanding of major ideas and arguments proposed in response to them.

SUBJECT-SPECIFIC SKILLS

The programme aims to:

- ensure that students understand the importance of logical economic thinking;
- develop students' ability to make inferences from known premises using economic logic;
- accustom students to rigorous research when forming their own views of economic policies and practices;
- enable students to frame problems as an economist would, whilst understanding and appreciating the differences between the economist's approach and those of other academic disciplines;
- enable Economics major students to progress to postgraduate study in Economics and related fields;
- equip all students sufficiently that they can consider a career involving observation of economic affairs;
- develop students' ability to give clear analyses and critical evaluations of complex positions

TRANSFERABLE SKILLS

The programme aims to:

- enhance students' understanding of both the short term and the long term, and enable them to appreciate both direct and indirect policy impact;
- develop students' ability to question the assumptions of others as well as their own;
- develop students' tolerance of ambiguity in matters of both theory and policy;
- enable students to tackle economic problems independently and logically;
- encourage open-mindedness and appreciation of the connections between different academic disciplines;
- encourage open-mindedness and an ability to question assumptions, and foster the student's ability to arrive at their own conclusions.
- develop students' intellectual curiosity, self-awareness, and initiative

LEARNING OUTCOMES

[Economics (Ec); Philosophy (Ph)]

KNOWLEDGE AND UNDERSTANDING

The student will be able to:

- K1c (Ec) express their interests in the economic realm using the correct terminology and frameworks, and perform competent research in the field;
- K2c (Ec) carry out independent economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical);
- K3c (Ec) interpret analysis and research findings, both one's own and those produced and reported by others, and comment intelligently on research findings;
- K4c (Ph) demonstrate sound knowledge and understanding of questions, debates, theories, and concepts in core areas of philosophy.

SUBJECT-SPECIFIC SKILLS

The student will be able to:

- S1c (Ec) identify key parameters in a problem and proceed to solve the problem in a logical manner consistent with the conventions of Economics;
- S2c (Ec) conduct appropriate research, whether theoretical or empirical, before expressing views of economic policies and practices;
- S3c (Ec) understand and identify an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics;

S4c (Ph) engage critically with the set material using a wide range of philosophical devices.

TRANSFERABLE SKILLS

The student will be able to:

T1c (Ec) evaluate ideas in terms of frameworks that use the concepts of trade-offs, incentives, and other key notions of Economics;

T2c (Ec) communicate these ideas clearly both in writing and verbally to high standards in organisation, relevance, expression and referencing;

T3c (Ec) discriminate between various policy options that all have advantages and disadvantages, and process situations where ambiguity cannot be eliminated;

T4c (Ph) work independently, effectively, and to deadlines; organize information clearly, question assumptions, and evaluate competing arguments.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statement - see [Appendix A](#). For learning outcomes of exit awards [Appendix B](#).

Map of Courses to Learning Outcomes

Course Title	Knowledge & Understanding												Subject-specific Skills												Transferable Skills													
	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	K4a	K4b	K4c	S1a	S1b	S1c	S2a	S2b	S2c	S3a	S3b	S3c	S4a	S4b	S4c	T1a	T1b	T1c	T2a	T2b	T2c	T3a	T3b	T3c	T4a	T4b	T4c		
FHEQ Level 4																																						
Introduction to Economics	●			●									●			●			●						●			●										
Mathematics	●			●									●						●						●													
Statistics	●			●									●						●												●							
International Development	●			●			●									●			●									●			●							
Ethics										●												●												●				
FHEQ Level 5																																						
Microeconomics I & II		●			●															●							●		●									
Macroeconomics I & II		●			●			●						●			●		●							●			●			●						
Econometrics					●			●						●			●															●						
Modern Philosophy (Advanced).											●											●													●			
FHEQ Level 6																																						
Applied Economics I & II			●					●							●			●									●			●		●						
Finance I & II			●			●									●			●									●			●		●						
Political Economics			●					●										●			●						●			●		●						
Dissertation (Economics)			●			●		●							●			●			●						●			●		●						
Advanced Ethics											●												●														●	
Aesthetics											●												●														●	
Kant to Nietzsche											●												●														●	
Philosophy of Mind & Language											●												●														●	
Political Philosophy											●												●														●	

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The Economics and Philosophy faculties make use of various teaching and learning strategies, including:

- Lectures (of an interactive nature)
- Individual tutorials (based on an assignment submitted beforehand by the student)
- Small group tutorials (typical size 2-3 students)
- Group tutorials (typical size 7 students)
- Informal discussion groups (including online discussion)
- Consolidation and revision workshops
- Examinations and examiners' reports
- Independent study and research individually and in groups

Lectures introduce the key themes of each field of study by presenting the main theoretical frameworks and their common variations, as well as including real-life examples and applications of ideas. Both lectures and tutorials (of all sizes) encourage the student to do independent reading and research on the topic, and the majority of tutorial time is designed to provide an opportunity for structured discussion.

Feedback to students is continuous, and individual feedback is given in each course. In all courses that involve an assessed coursework component, similar assignments are attempted previously in a formative manner. The content of tutorials is carefully selected to maximise the student's learning and ability to absorb the material, as well as encourage the student to engage in further independent study.

The programme is designed to escalate in difficulty over the three years. Each year's content builds on the previous one in both content and complexity. The later courses also require increasing understanding of quantitative and econometric skills. The third year enables substantial freedom for the student to build in their particular themes of interest.

RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

Sample and/or past examination papers, as well as examiners' reports, are available, on Moodle, to help students understand what is expected of them.

WIDENING PARTICIPATION

The faculty is committed to widening participation in the study of Economics through a wide variety of approaches. The faculty visits a wide range of schools on a regular basis, hosts lectures in Economics outside the formal syllabus, and engages with mass and social media. Interactive teaching sessions and individual attention create an environment well suited to supporting students from different kinds of backgrounds.

Various parts of the syllabus are designed to emphasise how the subject matter affects everyone regardless of location, position, or socioeconomic standing. The global and universal reach of the course is exemplified in the first-year compulsory course in International Development, and other themes throughout the Degree that both emphasise the global nature of modern Economics, and enable each student to use their own prior experiences as the starting point to economic analysis.

RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Teaching is allocated in line with research interests and expertise, and the faculty facilitates a wide range of academic and social events in which academics and students are brought together.

Students are taught research and digital literacy skills in three main ways:

- a) At the beginning of Michaelmas term of the first year, subject librarians at Senate House Library give NCH students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of Economics with Philosophy. Students need to know how to analyse their research topic when planning a literature search, identifying appropriate keywords, and alternative possibilities. They will be made aware of library database that they can use to search for academic journal articles (such as JSTOR) and know how to use these databases effectively to find articles relating to their chosen keywords. Following their search, it will be necessary to evaluate the results and the quality and relevance of the articles critically. They will be made aware of the availability and value of other physical and online research tools. Students should also know how to access the online and in-person support available to them in this area, via Senate House Library.
- b) Part-way through the first half of Michaelmas term (once students have had some experience of writing essays and have acquired the appetite to improve their research skills), first-year students receive, in College, both College-wide and subject-specific briefings on basic digital literacy and research skills. These briefings are given as lectures, and are reinforced by summary documentation made available on Moodle.
- c) During the Michaelmas term of each of the three years of the Degree, the lecturer in one of the Economics courses makes a particular point of building in the teaching of digital literacy and research skills to their lectures. The skills taught become more sophisticated in each successive year. Details of how this might be done appear in the Course Descriptors for: International Development, Econometrics, and Applied Economics. In addition, research skills peculiar to the writing of dissertations are taught as part of the optional Dissertation course.

ASSESSMENT

Assessment in Economics with Philosophy aims to test:

- knowledge and understanding of frameworks and theories;
- ability to use their knowledge and understanding to produce new insights in the academic tradition, as well as other applications of said knowledge;
- capability to direct their independent research and study with a level of maturity commensurate to the student's level in their degree;
- knowledge and understanding of key problems and debates;
- ability to reason rigorously, critically, creatively and autonomously;
- knowledge and understanding of central philosophical questions, texts, and debates;
- ability to express oneself clearly and precisely.

ECONOMICS MAJOR:

- Examinations
- Coursework (essays and projects, including data analysis)
- Presentations and vivas
- Dissertation

PHILOSOPHY MINOR:

- Examinations
- Coursework

Appendix C is the programme structure and assessment summary.

ASSESSMENT REGULATIONS

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

STUDENT SUPPORT

DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Student Wellbeing Coordinator (SWC) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the SWC will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g.

submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the SWC will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the SWC will discuss further support options with the student and their tutors. The SWC is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

CAREERS EDUCATION, INFORMATION AND GUIDANCE

The College Careers advisers will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to NCH students.

The College runs LAUNCH, which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

QUALITY EVALUATION AND ENHANCEMENT

AWARD STANDARDS

Every programme of study is developed and approved by the College's Academic Board and then validated by Southampton Solent University.

REVIEW AND EVALUATION MECHANISMS

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.

- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.).

ABOUT THIS DOCUMENT

Head of Faculty for Bachelor of Science (Honours) in Economics with Philosophy	Dr Marianna Koli
Start date	September 2015
Date of approval	November 2014
Date(s) updated/amended	July 2016 April 2017

APPENDIX A – MAP TO QAA ECONOMICS SUBJECT BENCHMARK

Threshold*	Learning Outcomes
Demonstrate knowledge of economic concepts and principles.	K1 – K3, S1, S3
Demonstrate knowledge of economic theory and modelling approaches.	K2, K3, S2, S3
Demonstrate awareness of quantitative methods and computing techniques appropriate to their programme of study, and show an appreciation of the contexts in which these techniques and methods are relevant.	K2 – K3, S2
Display knowledge of the sources and content of economic data and evidence and appreciate what methods might be appropriately applied to the analysis of such data.	K2, S2
Know how to apply economic reasoning to policy issues.	K2, K3, S1 – S3, T1 – T3
Demonstrate knowledge in an appropriate number of specialised areas in Economics.	K1 – K3, S2 – S3
Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution.	S2 – S3, T3

*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

MAP TO QAA PHILOSOPHY SUBJECT BENCHMARK

Threshold	Learning Outcomes
Familiarity with the writings of some of the major philosophers.	K4
Familiarity with some central theories and arguments in the fields of logic, metaphysics, epistemology or philosophy of mind, broadly understood.	K4
Familiarity with some central theories and arguments in the fields of moral, political or social philosophy, broadly understood.	K4
Some appreciation of the wide range of techniques of philosophical reasoning.	S4
An ability to identify underlying issues in various debates.	K4
Grasp of some philosophical problems, mentioning arguments for or against proposed solutions.	K4
Understanding of the importance of careful interpretation of a variety of texts.	S2
Views on the success of standard arguments.	S4
Familiarity with the use of specialised philosophical terminology.	K4
Awareness of the nature of sound arguments and logical fallacies.	S4
Appreciation of how generalisations can be supported or weakened by detailed discussion.	S4
Recognition of arguments on both sides of a philosophical question.	S4

APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS

1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

Knowledge and Understanding

The student will be able to:

- K1a (Ec) express basic aspects of Economics using some of the correct terminology and frameworks;
- K2a (Ec) with guidance, carry out independent economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical);
- K3a (Ec) locate and organise analysis and research findings, both one's own and those produced and reported by others;
- K4a (Ph) demonstrate basic knowledge and understanding of questions, debates, theories and concepts in core areas of philosophy.

Subject-specific skills

The student will be able to:

- S1a (Ec) evaluate information and data and frame problems in an economic way to produce ideas for how the problems can be solved;
- S2a (Ec) understand theoretical or empirical research and attempt to express a view of economic policy and practice;
- S3a (Ec) identify an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics;
- S4a (Ph) engage with the set material using a range of philosophical devices.

Transferable skills

The student will be able to:

- T1a (Ec) evaluate ideas in terms of frameworks that use at least one key notion of Economics such as trade-offs or incentives;
- T2a (Ec) communicate these ideas clearly both in writing and verbally, showing organisation and referencing;
- T3a (Ec) discriminate between various policy options that all have advantages and disadvantages;
- T4a (Ph) work independently, effectively, clearly and to deadlines.

2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:

Knowledge and understanding

The student will be able to:

- K1b (Ec) explain basic aspects of economics using some of the correct terminology and frameworks;
- K2b (Ec) carry out economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical) and comment intelligently on the findings of others;
- K3b (Ec) locate and organise analysis and research findings, both one's own and those produced and reported by others, and appreciate the challenges and limitations of quantitative work;
- K4b (Ph) demonstrate fair knowledge and understanding of questions, debates, theories and concepts in core areas of philosophy.

Subject-specific skills

The student will be able to:

- S1b (Ec) evaluate information and data and use this to investigate problems to produce ideas for how the problems can be solved;
- S2b (Ec) understand theoretical or empirical research and appreciate how these can be used for forming views of economic policy and practice;
- S3b (Ec) identify and understand an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics;
- S4b (Ph) engage clearly with the set material using a range of philosophical devices.

Transferable skills

The student will be able to:

- T1b (Ec) evaluate ideas in terms of frameworks that use the concepts of trade-offs, incentives, and other key notions of Economics;
- T2b (Ec) communicate these ideas clearly both in writing and verbally to high standards in organisation, relevance, expression and referencing
- T3b (Ec) discriminate between various policy options that all have advantages and disadvantages, and process situations where the best course of action is not immediately clear or discernible empirically;
- T4b (Ph) work independently, effectively, clearly, and to deadlines; evaluate competing arguments.

APPENDIX C – PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
Level 4										
NCH400	Introduction to Economics	30	C	CD	50%	Ex	50%	Ex		
NCH401	Mathematics	15	C	CD	100%	Ex				
NCH402	Statistics	15	C	CD	100%	Ex				
NCH404	International Development	30	C	CD	20%	A	20%	A	60%	Ex
NCH405	Ethics	30	C	CD	100%	Ex				
Level 5										
NCH533	Microeconomics I	15	C	CD	100%	Ex				
NCH534	Microeconomics II	15	C	CD	100%	Ex				
NCH501A	Macroeconomics I	15	C	CD	100%	Ex				
NCH501B	Macroeconomics II	15	C	CD	100%	Ex				
NCH502	Econometrics	30	C	CD	25%	P	75%	Ex		
NCH506	Modern Philosophy (Advanced)	30	C	CD	50%	A	50%	A		
Level 6										
NCH600A	Applied Economics I	15	C	CD	30%	A/Oral	70%	Ex		
NCH600B	Applied Economics II	15	C	CD	30%	A/Oral	70%	Ex		
NCH601A	Finance I	15	O	CD	100%	Ex				
NCH601B	Finance II	15	O	CD	100%	Ex				
NCH602	Political Economy	30	O	CD	20%	A	20%	A	60%	Ex
NCH603	Dissertation (Economics)	30	O	CD	80%	Diss	20%	Oral		
NCH631	Advanced Ethics	30	O	CD	50%	A	50%	A		
NCH629	Aesthetics	30	O	CD	50%	A	50%	A		
NCH632	Kant to Nietzsche	30	O	CD	100%	Ex				
NCH633	Philosophy of Mind & Language	30	O	CD	100%	Ex				
NCH628	Political Philosophy	30	O	CD	50%	A	50%	A		

Course type: C = Core/Compulsory O = Option

Course mode: CD = Campus Delivery BK = Block Delivery BL = Blended Learning DL = Distance Learning and Self-Directed Learning EL = E-Learning EX = Experiential PL = Placement WB = Work Based Learning

Assessment weighting: AE1 = Assessment Element 1 AE2 = Assessment Element 2 AE3 = Assessment Element 3 AE4 = Assessment Element 4

Assessment activity type	Code
Written exam	Ex
Take home exam	TEx
Written assignment	A
Report	R
Dissertation	Diss
Portfolio	F
Project output (other than dissertation)	P
Oral assessment and presentation	Oral
Practical skills assessment	Pract
Set exercise	Set