



## BA (Hons) English with Philosophy Programme Specification

Award and Programme Title	BA (Hons) English with Philosophy	UCAS Code	P461
Programme Level	Level 6	HECoS Code	100319 100337
Relevant QAA Benchmark Statements	English	Programme Code	NCHENPHBF
Awarding Body	NCH at Northeastern Limited	Language of Instruction	English
Teaching Institution	New College of the Humanities	Date Approved	June 2020
Mode of Study	Full-time	Duration of Study	3 years

### PROGRAMME STRUCTURE

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

Michaelmas and Hilary each consists of twelve weeks of intensive study for the degree programme. They incorporate a Reading Week, generally taken in the seventh week of each term, where there are no formal teaching sessions. In the twelfth week of each term Collections are held, these being individual meetings between the student and their tutors to review the student's performance over the term.

Trinity consists of revision, informally and through formal sessions, followed by examinations.

The English Major combines the broad historical coverage of traditional English degrees with distinctive features reflecting the College's liberal arts tradition. These include the study of rhetoric, genre, and literary theories ranging from Marxism to vegan criticism. Students are taught how to compare literatures in English, literatures in different languages, and different art forms. The major is rigorous both in its disciplinarity and its interdisciplinarity, and aims to prepare students to read not only the texts which we call literature, but all other uses of language, with greater acuity, penetration, and pleasure, for the rest of their lives.

In the Philosophy minor, students investigate fundamental questions with some of the most searching, creative and influential thinkers of the past two-and-a-half thousand years. How do appearance and reality differ? What is justice? What is beauty? How are mind and world related? Can we achieve knowledge? In addressing these questions students are asked to analyse and assess the ideas and arguments of others, and to formulate and defend their own. The study of philosophy demands rigour and imagination, and the courses are designed to help students develop clarity, depth, and independence of thought.

## **STRUCTURE OF THE ENGLISH MAJOR (270 CREDITS)**

### **FIRST YEAR (LEVEL 4)**

#### **Compulsory Courses:**

NCHEN405 Criticism (30 credits)

NCHEN409 Literature 1700-1830 (30 credits)

NCHEN410 Literature 1830-1900 (30 credits)

### **SECOND YEAR (LEVEL 5):**

#### **Compulsory Courses:**

NCHEN537 Shakespeare and His Afterlives (30 credits)

NCHEN508 Literature 1550-1700 (30 credits)

NCHEN509 Literature 1900 to the Present (30 credits)

### **THIRD YEAR (LEVEL 6)**

#### **Compulsory Courses:**

NCHEN610 North American Literature (30 credits)

NCHEN612 Comparative Literature (30 credits)

NCHEN630 Cultures of London (30 credits)

## **STRUCTURE OF THE PHILOSOPHY MINOR (90 CREDITS)**

First Year: NCHPH407 Ethics (30 credits)

Second Year: NCHPH538 Early Modern Philosophy (Advanced) (30 credits)

Third Year: NCHPH629 Aesthetics (30 credits) **OR**

NCHPH659 Kant and Post-Kantian Philosophy (30 credits) **OR**

NCHPH628 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 31 December of that academic year.

### GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, and interview performance, before making offers of places in its programmes. A typical offer for undergraduate study is AAB at A-level, 35 points or 6,6,5 in HL subjects in the IB Diploma, or the equivalent. Provisional admissions decisions are made by the Admissions Tutor of the Faculty of the major subject for which the student has applied.

### SPECIFIC ENTRANCE REQUIREMENTS

English Major: None

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 College's [Recognition of Prior Learning and Credit Transfer Policy](#).

## AIMS OF THE PROGRAMME

The aims of the major (English) part of the programme are to:

- Allow the student to become a more knowledgeable and penetrating interpreter of art – principally verbal art originally written in English.
- Give the student an understanding of the relationship between art and life; how literature develops over time; and how literature is produced by, reflects on, and alters, non-literary reality.
- Develop the student's independence and rigour of thought.

The aim of the minor (Philosophy) part of the programme is to:

- Cultivate an engaged appreciation of some of the central questions of philosophy, and foster extensive knowledge and understanding of the ideas and arguments of major figures in the history of philosophy, and the challenges these face.
- Bring clarity, depth, and rigour to students' thinking and to advance their understanding of, and ability to engage with, central questions, arguments, theories, and texts concerning the world and our place within it. The discipline develops students' ability to give clear analyses of complex position, enables students to identify and apply key philosophical concepts, theories, and arguments in unfamiliar contexts, and develops students' powers of critical thinking.
- Develop students' intellectual curiosity, self-awareness, and initiative; improve students' ability to organise and present ideas clearly, independently and persuasively; and foster an ability to anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity.

The overall aim of the programme is to:

- Provide a teaching and learning environment which achieves the above aims by enabling students to demonstrate the learning outcomes below.

### **LEARNING OUTCOMES**

[English (EN); Philosophy (PH)]

#### **KNOWLEDGE AND UNDERSTANDING**

A student will be able to:

- K1c (EN) command knowledge of literary texts written in English between 1550 and the present, and developments in literary conventions and styles over this period
- K2c (EN) apply their detailed understanding of how literature produces and reflects cultural change and differences
- K3c (EN) reflect on the relationship between literature and other art forms, and between literary criticism and other disciplines in the arts and humanities
- K4c (PH) demonstrate knowledge and understanding of questions, debates, theories, and concepts in core areas of philosophy and its history

#### **SUBJECT SPECIFIC SKILLS**

A student will be able to:

- S1c (EN) comprehend and develop intricate concepts with relation to verbal art
- S2c (EN) present persuasive written and oral arguments about verbal art
- S3c (EN) critically evaluate a range of interpretative methodologies, and interpretations of verbal art
- S4c (PH) engage critically with the set material, using a wide range of philosophical devices

#### **TRANSFERABLE AND PROFESSIONAL SKILLS**

A student will be able to:

- T1c (EN) demonstrate advanced written and oral communication skills and the ability to apply these appropriately in diverse contexts
- T2c (EN) critically analyse diverse forms of discourse, question assumptions, and evaluate competing arguments
- T3c (EN) exercise personal responsibility and manage their own learning adhering to timelines
- 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 statements - see [Appendix A](#). For the learning outcomes of exit awards, see [Appendix B](#).

**MAP OF COURSES TO LEARNING OUTCOMES**

COURSE TITLE	KNOWLEDGE AND UNDERSTANDING											SUBJECT-SPECIFIC SKILLS											TRANSFERABLE AND PROFESSIONAL SKILLS															
	K 1 a	K 1 b	K 1 c	K 2 a	K 2 b	K 2 c	K 3 a	K 3 b	K 3 c	K 4 a	K 4 b	K 4 c	S 1 a	S 1 b	S 1 c	S 2 a	S 2 b	S 2 c	S 3 a	S 3 b	S 3 c	S 4 a	S 4 b	S 4 c	T 1 a	T 1 b	T 1 c	T 2 a	T 2 b	T 2 c	T 3 a	T 3 b	T 3 c	T 4 a	T 4 b	T 4 c		
<b>FHEQ Level 4</b>																																						
NCHEN410 Literature 1830-1900	X			X											X											X												
NCHEN409 Literature 1700-1830	X			X											X					X						X			X			X						
NCHEN405 Criticism							X														X												X					
NCHPH407 Ethics										X												X													X			
<b>FHEQ Level 5</b>																																						
NCHEN508 Literature 1550-1700		X			X								X			X			X							X			X			X						
NCHEN509 Literature 1900-the Present		X			X								X			X			X							X			X			X						
NCHEN537 Shakespeare and his Afterlives		X			X			X					X			X			X							X			X			X						
NCHPH538 Early Modern Philosophy (Advanced)										X													X													X		
<b>FHEQ Level 6</b>																																						

BA (HONS) ENGLISH WITH PHILOSOPHY PROGRAMME SPECIFICATION

COURSE TITLE	KNOWLEDGE AND UNDERSTANDING												SUBJECT-SPECIFIC SKILLS												TRANSFERABLE AND PROFESSIONAL SKILLS													
	K 1 a	K 1 b	K 1 c	K 2 a	K 2 b	K 2 c	K 3 a	K 3 b	K 3 c	K 4 a	K 4 b	K 4 c	S 1 a	S 1 b	S 1 c	S 2 a	S 2 b	S 2 c	S 3 a	S 3 b	S 3 c	S 4 a	S 4 b	S 4 c	T 1 a	T 1 b	T 1 c	T 2 a	T 2 b	T 2 c	T 3 a	T 3 b	T 3 c	T 4 a	T 4 b	T 4 c		
NCHEN610 North Am Literature			X			X			X						X			X			X							X										
NCHEN630 Cultures of London			X			X			X						X			X			X							X										
NCHEN612 Comparative Literature			X			X			X						X			X			X							X										
NCHPH629 Aesthetics												X												X														X
NCHPH659 Kant and Post-Kantian Philosophy												X												X														X
NCHPH628 Political Philosophy												X												X														X

## TEACHING AND LEARNING

The faculty make use of various teaching and learning strategies to provoke interest, knowledge and skills in the courses being delivered.

The delivery methods are:

- 1:1 tutorials (based on essays submitted by the student, with written and/or oral feedback on their progress)
- Group tutorials for presentations and discussion
- Lectures
- Revision session
- Examinations and examiners' reports
- Independent study and research
- Creative writing workshops

The style of teaching at the College exposes students to lectures that capture their interest and excite their curiosity. These lectures are designed to allow interactivity and a short time of discussion and questioning (throughout or at the end of each lecture, as appropriate).

Tutorials and group seminar sessions enable unparalleled focus on the individual student, prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback, written and/or verbal, on their formative assignments, and ideas and arguments are approached from new angles and in new contexts to enable the consolidation and review of material.

The programme is designed to progress steadily over three years and develop students' conceptual sophistication through cumulative experience and knowledge. The third-year dissertation course will allow students to develop their thinking in collaboration with a supervisor.

## RESOURCES

The students experience and study is supported by the College's Virtual Learning Environment (VLE), 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 and the OED.

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

## RESEARCH

Faculty aim to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Faculty appreciate the breadth of knowledge that students must achieve, where the syllabus allows for it, teaching is allocated in line with research interests and expertise and faculty facilitate a wide range of academic and social events in which students and faculty are brought together.

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

- a) At the beginning of Michaelmas of the first year, English subject librarians at Senate House Library give the students' inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the programme.



- b) Part way through the first half of Michaelmas (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 reinforced by summary documentation made available on the VLE.

Research skills are addressed through the one-to-one tutorials and advance discussions of how to approach essays throughout their courses during each year of their degree

In addition, research skills particular to the writing of dissertations are taught in the lectures and tutorials for Comparative Literature.

## **ASSESSMENT**

Assessment in English aims to examine:

- breadth and depth of subject knowledge (including relevant contextual knowledge)
- the demonstration of powers of textual analysis, including an informed ability to evaluate and reflect upon linguistic and stylistic choices
- the management of discursive analysis and argument, including an awareness of alternative or contextualising lines of argument which form part of scholarly debates
- rhetorical strategies which demonstrate the convincing deployment and evaluation of evidence
- clear communication of ideas in oral and written forms
- independence of mind and originality of interpretative practice

Assessment in Philosophy aims to examine:

- knowledge and understanding of central philosophical questions, texts, and debates
- ability to reason rigorously, critically, creatively and autonomously
- ability to express oneself clearly and precisely

Courses are assessed in a variety of ways, including:

### **FORMATIVE:**

- Tutorial essays
- Tutorial drafts
- Oral presentations

### **SUMMATIVE:**

- Written sit-down examinations
- Written take-home examinations
- Written assignments
- Oral presentations
- Dissertation
- Portfolio

Appendix C contains the programme structure and assessment summary.

## ASSESSMENT REGULATIONS

The College's Assessment Regulations for Taught Awards can be found [here](#).

## STUDENT SUPPORT

### DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

Students are asked to complete a Student Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and give consent to who can have access to this information. More information can be found [here](#). This data is managed and securely stored by the Student Wellbeing Team. 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 Team (SWT) 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 SWT will then arrange to meet with relevant faculty 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.

If a student is undiagnosed but believes they may have a SpLD (e.g. Dyslexia) the SWT will help them to access assessment centres. If the assessment confirms a SpLD, the SWT will discuss further support options with the student and their tutors. The SWT is in contact with local dyslexia tutors for advice 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](#).

## EMPLOYABILITY SKILLS

- Working independently to deadlines, including very tight ones (24 and 48 hours)
- Presenting ideas clearly in verbal form to a group and responding to questions
- Presenting ideas clearly in written form
- Gaining an awareness of and sensitivity to human cultural and intellectual diversity of affect and position
- Gaining a deeper understanding of human qualities in history and their interactions with the rest of the universe
- The ability to self-manage and show a distinct ability to work independently, set goals, manage workloads and meet deadlines.
- The ability to present projects to a professional standard, appropriate to context.
- The ability to work effectively with others, in team or group work, and to be sensitive to cultural contexts when working with others.

- The ability to communicate one's own ideas and the ideas of others concisely, accurately and persuasively in order to influence opinion, developing, constructing and presenting arguments in appropriate ways.
- The ability to anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity.

### **CAREERS EDUCATION, INFORMATION AND GUIDANCE**

College Careers Advisers help students to identify their career goals and create individual career plans. Students are actively encouraged to seek internships, with guidance given throughout the application process.

The College runs LAUNCH, which represents part of the NCH Diploma and has been designed in collaboration with a large number of experts from different types of industries. 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 assignments, and weekly seminars covering working in teams, marketing, writing and presenting, working in teams, and other transferable skills applicable to any professional activity.

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

### **QUALITY EVALUATION AND ENHANCEMENT**

#### **AWARD STANDARDS**

Every programme of study is developed by the Faculties, utilising their subject specialists and approved by the College's Academic Board.

#### **REVIEW AND EVALUATION MECHANISMS**

The College has robust procedures, as described in [AQF4 Programme and Course Approval and Modifications](#) and [AQF5 Annual Monitoring and Reporting](#), in place to assure the quality of the programme development, delivery, and management, alongside systematic monitoring, ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

The College utilises constructive feedback from a variety of sources, internal and external, to inform its decision-making process to enhance the programme and the student experience. These feedback sources are:

- Annual Course Reviews, written by the Course Leader, are prepared to enable the Course Leader to reflect on the course, using a variety of data and student/faculty feedback to enhance the course and support the Head of Faculty in writing the Annual Faculty Review.
- Annual Faculty Reviews, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.
- Annual External Examiner Reports are prepared by independent External Examiners, as appointed by the College, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course questionnaires on a termly basis, termly Student-Staff Liaison Committee and annual student

satisfaction surveys, including external independent survey, such the National Student Survey.

- Informal student feedback is also valued by the College and this can take the form of students talking to their tutors, Head of Faculty or professional staff. Students may also raise matters with their Personal Tutor.

## ABOUT THIS DOCUMENT

<b>Title: BA (Hons) English with Philosophy Programme Specification</b>					
<b>Approved by: Academic Board</b>					
Version number	Date approved	Date published	Head of Faculty	Location	Proposed next review date
1.0	June 2020	June 2020	Catherine Brown	Academic Handbook > Programme Specifications and Handbooks	April 2025
Referenced documents	Recognition of Prior Learning and Credit Transfer Policy; Assessment Regulations for Taught Awards; Student Disclosure Form; AQF4 Programme and Course Approval and Modifications; and AQF5 Annual Monitoring and Reporting.				
External Reference Point(s)	Subject Benchmark English.				

## DISCLAIMER

The College has checked the information provided in this Programme Specification and will aim to deliver this programme in keeping with this Programme Specification. However, changes to the programme may sometimes be required arising from annual monitoring, student feedback, and the review and update of courses and programmes. Where this activity leads to significant changes to courses and programmes there will be prior consultation with students and others, wherever possible, and the College will take all reasonable steps to minimise disruption to students. It is also possible that the College may not be able to offer a course or programme for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the College will aim to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable programme.

## COPYRIGHT

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## APPENDIX A–MAP TO QAA ENGLISH SUBJECT BENCHMARK

Threshold*	Learning Outcomes
Graduates who have studied English as a significant component of their degree will be able to demonstrate their knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above.	K1, K2, K3, S1, S3
Their knowledge will include awareness of the different ideas and values represented in and through literature and language and of how different critical and creative approaches to them are themselves productive of knowledge.	K2, S3
Graduates in English will be able to demonstrate powers of textual analysis and critical argument and will display competence in written English, and in oral expression. They will show an awareness of the affective power of language, and a self-critical approach to their own writing.	S1, S2, T1, T2
They will be able to consider views other than their own and exercise a degree of independent critical judgement in the close reading of texts.	S3, T2
They will be able to conduct research through self-formulated questions and tasks, supported by the gathering of relevant information and organised lines of enquiry, resulting in a sustained piece or pieces of work.	S1, S2, T1, T2, T3

## APPENDIX B –EXIT AWARDS

### CERTIFICATE IN HIGHER EDUCATION:

In order for a student to be awarded a Certificate in Higher Education (Cert HE), they are required to have achieved **120 Level 4 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

### LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

#### Knowledge and Understanding

A student will be able to:

- K1a (EN) have knowledge of literary texts written in English between 1700 and the present
- K2a (EN) have some understanding of cultural change over time
- K3a (EN) have some knowledge of the range of ways in which verbal art has been approached and understood
- K4a (PH) demonstrate basic knowledge and understanding of questions, debates, theories and concepts in core areas of philosophy

#### Subject-specific Skills

A student will be able to:

- S1a (EN) have some understanding of intricate concepts with relation to verbal art
- S2a (EN) present arguments about verbal art
- S3a (EN) apply several different interpretative methodologies to verbal art
- S4a (PH) engage with the set material using a range of philosophical devices

#### Transferable Skills

A student will be able to:

- T1a (EN) demonstrate communication skills
- T2a (EN) understand diverse forms of discourse
- T3a (EN) manage their time
- T4a (PH) work independently, effectively, clearly and to deadlines

### DIPLOMA IN HIGHER EDUCATION:

In order for a student to be awarded a Diploma in Higher Education (Dip HE), they are required to have achieved **120 Level 4 Credits and 120 Level 5 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

### LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:

#### Knowledge and Understanding

A student will be able to:

- K1b (EN) show developed knowledge of literary texts written in English between 1550 and the present, and have some awareness of developments in literary conventions and styles over this period

- K2b (EN) show developed understanding of how literature produces and reflects cultural change in literature
- K3b (EN) show developed knowledge of the similarities and differences between different cultures, as revealed in their reception of works of literature
- K4b (PH) demonstrate intermediate knowledge and understanding of questions, debates, theories and concepts in core areas of philosophy

### **Subject-specific Skills**

A student will be able to:

- S1b (EN) comprehend intricate concepts with relation to verbal art
- S2b (EN) present coherent written and oral arguments about verbal art
- S3b (EN) select appropriate methodologies for the interpretation of verbal art
- S4b (PH) engage clearly with the set material using a range of philosophical devices and evaluate competing arguments

### **Transferable Skills**

A student will be able to:

- T1b (EN) show advanced literacy and communication skills, with the ability to apply these in appropriate contexts
- T2b (EN) analyse diverse forms of discourse
- T3b (EN) manage their time effectively
- T4b (PH) work independently, effectively, clearly, and to deadlines

**APPENDIX C - PROGRAMME STRUCTURE AND SUMMATIVE ASSESSMENT SUMMARY**

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)			
					AE1	Activity type	AE2	Activity type
<b>FHEQ Level 4</b>								
NCHEN405	Criticism	30	C	CD	50%	TEx	50%	Exam
NCHEN409	Literature 1700-1830	30	C	CD	100%	Ex		
NCHEN410	Literature 1830-1900	30	C	CD	100%	TEx		
NCHPH407	Ethics	30	C	CD	100%	Exam		
<b>FHEQ Level 5</b>								
NCHEN537	Shakespeare and His Afterlives	30	C	CD	50%	TEx	50%	Ex
NCHEN508	Literature 1550-1700	30	C	CD	100%	Ex		
NCHEN509	Literature 1900-the Present	30	C	CD	100%	TEx		
NCHPH538	Early Modern Philosophy (Advanced)	30	C	CD	50%	A	50%	A
<b>FHEQ Level 6</b>								
NCHEN612	Comparative Literature	30	C	CD	15%	Oral	85%	Diss
NCHEN610	North American Literature	30	C	CD	100%	TEx		
NCHEN630	Cultures of London	30	C	CD	40%	Oral	60%	Ex
NCHPH629	Aesthetics	30	O	CD	50%	A	50%	A
NCHPH659	Kant and Post-Kantian Philosophy	30	O	CD	100%	Exam		



NCHPH628	Political Philosophy	30	O	CD	50%	A	50%	A
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**COURSE TYPE:** C = 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	Exam
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