



Select approval stage

PART 1: COURSE SUMMARY INFORMATION		
Course summary		
Final award	BA (Hons) English Language and Creative Writing	
Intermediate award	BA English Language and Creative Writing Diploma in HE	
Course status	Validated	
Awarding body	University of Brighton	
School	Humanities	
Location of study/ campus	Falmer	
Partner institution(s)		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1.		SELECT
2.		
3.		
Admissions		
Admissions agency	UCAS	
Entry requirements <i>Include any progression opportunities into the course.</i>	<p>Typical entry requirements. Individual offers may vary. Please check the University's website for current entry requirements. <i>The criteria below apply to 2018-19 entry</i></p> <p>Entrants to the BA (Hons) English Language and Creative will normally have achieved one category from 1/2/3/4/5 as follows:</p> <ul style="list-style-type: none"> • A-level grades BCC – CCC or above, (104-96 UCAS Tariff points) including A-level English Language or Literature or English Language/Literature combined minimum grade B • QAA-approved access course: PASS (45 credits) • BTEC MMM • International Baccalaureate:27 • Access – Pass Access to HE diploma with 60 credits and a t least 45 credits at level 3(access courses in Humanities, History and Politics are preferred) • IELTS 6.0 Overall with 6.0 in writing and a minimum 5.5 in other elements <p>In most cases, applicants for this course will not be invited for interview at the university. The admissions tutor will select candidates for an offer of a place on the basis of their academic record, their referee's report and their personal statement.</p>	

	In other cases where applicants do not offer the normal qualifications stated above, the admissions tutor may invite applicants for an interview to discuss the nature of their qualifications and experience.		
Start date (mmm-yy) <i>Normally September</i>	September 2018		
Mode of study			
Mode of study	Duration of study (standard)	Maximum registration period	
Full-time	Select 3 years	8 years	
Part-time	Select 6 years	Select 8 years	
Optional Year Abroad	4 years	Select 10 years	
Distance	Select n/a	Select n/a	
Course codes/categories			
UCAS code	Q310		
Contacts			
Course Leader (or Course Development Leader)	Julie Everton		
Admissions Tutor	Julie Everton		
Examination and Assessment			
External Examiners	Professor Neil McCaw	University of Winchester	2021
	Dr Claire Nally	University of Northumbria	2019
Examination Board(s) (AEB/CEB)	Falmer Undergraduate Courses, School of Humanities		
Approval and review			
	Approval date	Review date	
Validation	June 2016 ¹	23 rd February 2018	
Programme Specification	February 2018 ³	February 2019 ⁴	
Professional, Statutory and Regulatory Body 1 (if applicable):		5	
Professional, Statutory and Regulatory Body 2 (if applicable):			
Professional, Statutory and Regulatory Body 3 (if applicable):			

¹ Date of original validation.

² Date of most recent periodic review (normally academic year of validation + 5 years).

³ Month and year this version of the programme specification was approved (normally September).

⁴ Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are:

In line with the QAA Benchmark Statements, the aims of the course are to:

- Provide students with comprehensive opportunities to explore the complementary study of English Language and Creative Writing through reading and writing across a range of genres, periods and cultures.
- Develop students' reading strategies, argument, critical analysis and imaginative thinking, writing and research.
- Develop students' understanding of a comprehensive range of concepts and theoretical approaches to the study of English Language and Creative Writing.
- Foster students' ability to explore the impact of historical, political and social contexts on writings and their own individual and collective identities as writers
- Develop the students' understanding of the formal/aesthetic and social dimensions of texts and the contribution that readers and audiences make to the realisation of text
- Inspire students to develop a life-long critical and creative enthusiasm for reading and writing and to become active and confident readers and writers.
- Support students in working and engaging with others - peers, tutors and community partners - to foster interpersonal and civic understanding

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate⁶.

Knowledge and theory	<p>At the end of the course graduates will be able to:</p> <ol style="list-style-type: none">1. Demonstrate a high degree of awareness of the history, structure, and discourse functions of a wide range of texts across social, regional and global varieties of the English Language2. Demonstrate a high degree of awareness of creative writing processes and their relationship to reading and the body of work that surrounds these practices3. Use precise critical terminology and theory appropriately and effectively, demonstrating awareness of the range and variety of approaches to the craft of writing and study of English Language4. Demonstrate a critical awareness and knowledge of linguistic, literary, cultural, artistic, socio-historical and theoretical contexts and their interrelationships with textual practices5. Apply and critically evaluate a variety of different approaches and theories to the analysis of texts across literary and non-literary genres incorporating different modalities6. View themselves as practitioners and demonstrate reflexivity and understanding of self in processes of creative expression
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⁶ Please refer to *Course Development and Review Handbook* or QAA website for details

<p>Skills</p> <p>Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/ practical skills.</p>	<p>In addition, graduates will be able to:</p> <ol style="list-style-type: none"> 7. Produce clear, imaginative and technically sophisticated written work, which articulates a combination of research and creative ideas 8. Employ research and bibliographic skills appropriate to their disciplines 9. Use the critical skills of editing, close reading, argument, analysis in the interpretation and production of texts 10. Use effective rhetorical skills to articulate knowledge and ideas in a range of expressive modes addressing different audiences 11. Demonstrate a critical sensitivity to the ways in which generic conventions, conditions of production, and socio-historical contexts affect and construct meaning 12. Take responsibility for time-management, task prioritization, self-direction in learning, working with others and self-assessment 13. Interact and work effectively with others showing sensitivity to social and cultural contexts
<p>QAA subject benchmark statement (where applicable)⁷</p>	<p>QAA English benchmark statement 2016</p> <p>http://english.heacademy.ac.uk/wp-content/uploads/2016/01/EL_benchmarking_final.pdf</p>

**PROFESSIONAL, STATUTORY AND REGULATORY BODIES
(where applicable)**

Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.

n/a

LEARNING AND TEACHING

Learning and teaching methods

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

Students benefit from a range of teaching and learning strategies, which offer opportunities for developing transferable, study, and employability skills. Students benefit from tutor-led lectures supplemented with often student-led seminars, group-work and task-based applied learning. Students also benefit from developing and enhancing their presentation practice and delivery and research skills through investigating language- and creative writing-related topics. Reflective aspects of students' analyses and examinations may also be voiced through online discussion forums facilitated by either students themselves or tutors. This variety of teaching and learning methods is designed to be inclusive and appreciative of students' complex and varied learning styles, abilities, and experiences; the variation in methods adjusts to Higher Education concerns of students' individuality.

The learning and teaching methods on this course are designed to be appropriate to the achievement of effective learning in the study of English Language and Creative Writing. They aim to promote a positive attitude to learning, the development of questioning approaches, and an increased autonomy and independence for students. There are opportunities embedded at every level to ensure students identify and reflect on the personal attributes and skills they are developing that will prepare them for professional life.

Studentcentral is actively used to deliver course materials and promote discussion and student engagement before and after lectures and seminars. The online learning environment enables student engagement using a

variety of up-to-date methods (e.g., blogs, wikis, videos) that complement traditional contact time. Through the facility students are able to access a tailor-made selection of online library resources for modules; these specific reading lists are referred to as Aspire. Aspire lists provide quick and easy access to both essential and recommended reading, whether in the form of journal articles, books or book chapters. In addition to online support, the course team actively encourage supervision in either one-to-one or group format. This element of student support is essential for all types of assessment preparation.

During Welcome Week, students start to prepare for their degree, and are provided with a general academic orientation to help them understand the aims, objectives, structure of the course and assessment. Students are also introduced to the School's and the University's range of support services and other resources, such as: library and information services, student services, careers' advisor and personal tutors. The Course leader, personal tutors and other academic tutors on the course team will normally provide support and guidance to individual students throughout the year.

The support that students receive from personal tutors is essential as it assists with students' learning needs, orientation and motivation. The course also benefits from a designated Student Support and Guidance Tutor (SSGT) who offers additional welfare support to students and who works closely with the University's Student Services department, as well as disability and dyslexia and counselling services teams.

The course also benefits from a Career Planning Agreement put together jointly with the Careers Centre in order to help students make the most of their transferable skills and overall personal development in order to better prepare students for employment. Students on the course benefit from a range of scheduled Careers' sessions in order to address their needs. Individual appointments are also offered. Students benefit further from the University's on-line and workshop-style study skills service, called the Academic Study Kit (ASK).

ASSESSMENT

Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The assessment procedures and practices on the School of Humanities Undergraduate Courses at Falmer, of which this course forms part, are in line with the University's General Examination and Assessment Regulations (GEAR).

The course team recognises the purposes of assessment defined by the University. Students are given clear guidance and support on all assessments at each level of their course and for each module. The assessment criteria for each module enable students to demonstrate that they have met the relevant learning objectives, and have achieved the standard required for BA (Hons) English Language and Creative Writing.

Assessment procedures, guidelines and key regulations are published in the Student Course Handbook, as are the generic grading criteria. The Student Course Handbook and all module descriptors specifying assessment criteria are available on studentcentral.

In addition to summative assessments reflected in marks and grades, emphasis is placed on formative assessment, the supervision process of projects and essay and feedback sheets. All modules have at least one formative assessment task, and some modules have a choice of summative assessment tasks. In the case of formative assessments, students are provided with feedback to improve their skills for summative assessment (e.g., in writing, research, planning, presenting), and achieve modules' learning outcomes, which then enables them to better succeed. In the case of summative assessments, there is at least one compulsory module at each level of study that offers students a choice in assessment.

Level 4: Storying the Self (LL431)

Level 5: Creative Writing: Process and Craft (LL513)

Level 6: Final Year Conference (LL655)

This initiative allows students to learn and practice articulating their knowledge through different modalities, enabling students to develop their skills, aim high, and perform to the best of their potential. This inclusivity and optionality recognises students' varied learning styles and the ways in which students may demonstrate or practice their learning; it is a way of celebrating a diverse student body. Some examples of formative assessment include: short essays, mock examinations, reports, preliminary data and text analyses, blogging for reflective purposes, research plans, etc. Summative assessment is equally broad and diverse, including essays, examinations, portfolios, reports, presentations, and data analyses, for instance, mapping onto the University's guidance on the volume/size of assessment tasks for each level of study.

The following table provides a mapping of the learning outcomes against assessment:

Learning Outcome	Assessment methods	Modules* <small>Not exclusive lists</small>
1. Demonstrate a high degree of awareness of the history, structure, and discourse functions of a wide range of texts across social, regional and global varieties of the English Language	Essays, exam, portfolios, seminar presentations, dissertation, research reports	LX451, LX452, LX453, LZ522, LL690, LL655
2. Demonstrate a high degree of awareness of creative writing processes and their relationship to reading and the body of work that surrounds these practices	Presentations, essays, portfolios, journals, dissertation, research reports	LL431, LL412, LL513, LZ500, LL614
3. Use precise critical terminology and theory appropriately and effectively, demonstrating awareness of the range and variety of approaches to the craft of writing and study of English Language	Presentations, essays, portfolios/writing projects	LL412, LL414, LL431, LZ500, LZ522, LX555, LX661, LL614, LA690, LZ678, LL655
4. Demonstrate a critical awareness and knowledge of linguistic, literary, cultural, artistic, socio-historical and theoretical contexts and their interrelationships with textual practices	Essays, journals, portfolios, presentations, research reports	LL412, LX451, LX453, LL414, LL515, LL520, LL505, LL531, LL532, LL608, LL625, LL640, LL650, LL630, LL645, LX600, LX601.
5. Apply and critically evaluate a variety of different approaches and theories to the analysis of texts across literary and non-literary genres incorporating different modalities	Essays, filmmaking, journals, photography portfolios, creative writing, essays, presentations	LL412, LL414, LL431, LZ513, LX555, LL513, LL536, LA613, HD602, LL640, LL614, LL607, LL650, LL630, LL645, LL655
6. View themselves as practitioners and demonstrate reflexivity and understanding of self in processes of creative expression	Journals, photography portfolios, creative writing, essays, presentations	LL412, LL414, LL515, LZ513, LL520, LL505, LL531, LL532, LL608, LL625, LL640, LL614, LL607, LL650, LL630, LL645, LL600, LL655

Learning Outcome

1. Demonstrate a high degree of awareness of the history, structure, and discourse functions of a wide range of texts across social, regional and global varieties of the English Language

2. Demonstrate a high degree of awareness of creative writing processes and their relationship to reading and the body of work that surrounds these practices

3. Use precise critical terminology and theory appropriately and effectively, demonstrating awareness of the range and variety of approaches to the craft of writing and study of English Language

4. Demonstrate a critical awareness and knowledge of linguistic, literary, cultural, artistic, socio-historical and theoretical contexts and their interrelationships with textual practices

5. Apply and critically evaluate a variety of different approaches and theories to the analysis of texts across literary and non-literary genres incorporating different modalities

6. View themselves as practitioners and demonstrate reflexivity and understanding of self in processes of creative expression

Assessment methods

Essays, exam, portfolios, seminar presentations, dissertation, research reports

Presentations, essays, portfolios, journals, dissertation, research reports

Presentations, essays, portfolios/writing projects

Essays, journals, portfolios, presentations, research reports

Essays, filmmaking, journals, photography portfolios, creative writing, essays, presentations

Journals, photography portfolios, creative writing, essays, presentations

Modules* Not exclusive lists

LX451, LX452, LX453, LZ522, LL690, LL655

LL431, LL412, LL513, LZ500, LL614

LL412, LL414, LL431, LZ500, LZ522, LX555, LX661, LL614, LA690, LZ678, LL655

LL412, LX451, LX453, LL414, LL515, LL520, LL505, LL531, LL532, LL608, LL625, LL640, LL650, LL630, LL645, LX600, LX601.

LL412, LL414, LL431, LZ513, LX555, LL513, LL536, LA613, HD602, LL640, LL614, LL607, LL650, LL630, LL645, LL655

LL412, LL414, LL515, LZ513, LL520, LL505, LL531, LL532, LL608, LL625, LL640, LL614, LL607, LL650, LL630, LL645, LL600, LL655

SUPPORT AND INFORMATION

Institutional/ University	<p>All students benefit from:</p> <ul style="list-style-type: none"> University Welcome week Course Handbook Module Handbooks Extensive library facilities Computer pool rooms in the library and other teaching buildings on campus E-mail address Welfare service Personal tutor for advice and guidance Student Support and Guidance Tutor (SSGT) Careers and Employability Service Personal tutor for advice and guidance
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<p>Course-specific</p> <p>Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:</p>	<p>In addition, students on this course benefit from: In addition, students on this course benefit from:</p> <ul style="list-style-type: none"> • Virtual Learning environment (studentcentral) • Personal tutors • Student Support and Guidance Tutors • 'Explore' Studio • Creativity Centre used for workshops • Open Learning Centre • A number of research arenas in the School which are grouped under the umbrella of Centres for Research and Excellence
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COURSE STRUCTURE

The course is available in a three-year full-time mode (or up to six years in part-time mode). Students also have the option to spend one year at one of our partner University's under the ERASMUS scheme, in which case they complete the course in a four-year sandwich mode.

The course follows the University of Brighton's two semester academic year, each one of fifteen weeks' duration. Full-time students complete 120 credit points per year. At Level 4, the 120 credits consist of six compulsory modules; at Level 5, four modules (worth 80 credits) are compulsory, two modules (40 credits) are chosen from a wide range of option modules. At Level six, students study two compulsory modules (40 credits), two option modules (40 credits) and complete a 40 credits dissertation.

The course aims to provide complementary study of English Language and Creative Writing. As such, each year has been designed to facilitate maximum opportunities for students to identify features distinct to each subject that when placed in conjunction can enrich understanding and knowledge of both, seeing how they complement and enrich one another.

At Level 4, key conceptual areas in each subject are introduced to equip students with the necessary skills and understanding that provide a strong foundation. LL414 Narrative and Narratives is the study of narrative texts and genres, including early forms such as fairy-tales and myths, while LX452 Text Design, Genre and Style explores techniques and features of English Language in action in a range of texts. The study of forms of creative writing in LL414 Practices of Reading and Writing complements LX453 Perspectives on the History of the English Language which looks at the historical development of English Language and how it has evolved. LX451 The Structure and Grammar of English looks at how language is structured, and LL431 Storying The Self explores autobiographical forms of writing through prose and film. The core principles of each discipline give students knowledge and skills that will be embedded at every stage of their degree.

At level 5, students focus on their own creative projects through LL513 Creative Writing: Process and Craft, and on different forms of persuasion and rhetoric in LZ522 Power and Persuasion. LX522 Looks at Graphic Novels and the language of comics and this level also offers 40 credits of optionality, giving students the opportunity to start exploring their own strengths and interests in a wide range of English Language, creative Writing, Literature and Media option modules, such as Script Writing and Journalism.

At Level 6, a range of options gives students the opportunity to further explore the interdisciplinary nature of English Language and Creative Writing as well as tailor the degree to their own interests and needs. There is a final year Conference, which is a culmination of the academic and creative work achieved on the degree.

Students are given the opportunity to develop specific vocational expertise in Journalism, Creative Writing and Language Teaching. Modules that link voluntary work to personal development encourage students to reflect on issues of sustainable development and community engagement. Students are encouraged to create coherent study pathways for themselves.

1 st Year		
LL414 Narrative and Narratives <u>20 Credits</u>	LX452 Text Design: Genre and Style <u>20 Credits</u>	
LX451 Structure and Grammar of English <u>20 Credits</u>	LX453 Perspectives on the History of the English Language <u>20 Credits</u>	
LL412 Practices of Reading and Writing <u>20 Credits</u>	LL431 Storying the Self <u>20 Credits</u>	
2 nd Year		
LL513 Creative Writing: Process and Craft <u>20 Credits</u>	LX555 Image and Text: The Language of Comics and Graphic Novels <u>20 Credits</u>	
LZ522 Power and Persuasion <u>20 Credits</u>	LL536 Research and Practice <u>20 Credits</u>	
Option* <u>20 Credits</u>	Option* <u>20 Credits</u>	
3 rd Year		
LA 690 Dissertation <u>40 Credits</u>		
Option (WRITING) <u>20 Credits</u>	LL655 Final Year Conference <u>20 Credits</u>	
Option (LANGUAGE) <u>20 Credits</u>	Option (FREE) <u>20 Credits</u>	

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

* *Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*

Level^s	Module code	Status	Module title	Credit
4	LL412	C	Practices of Reading and Writing	20
4	LL414	C	Narrative and Narratives	20

4	LL431	C	Storying the Self	20
4	LX451	C	The Structure and Grammar of English	20
4	LX452	C	Text Design: Genre and Style	20
4	LX453	C	Perspectives on the History of the English Language	20
5	LL505	O	Studying Travel Writing	20
5	LL513	C	Creative Writing: Process and Craft	20
5	LL531	O	Queer Writing	20
5	LL532	O	Literature in Practice	20
5	LL533	O	Literature and Art History	20
5	LL535	O	American Literature 1850-1945	20
5	LL536	C	Research and Practice	20
5	LN521	O	Multilingualism	20
5	LN541	O	Sign Language Linguistics	20
5	LX555	C	Image and Text: The Language of Comics and Graphic Novels	20
5	LX556	O	Regional Englishes	20
5	LZ500	O	Writing for Stage, Radio and Screen	20
5	LZ501	O	Media in Practice	20
5	LZ505	O	Introduction to Journalism	20
5	LZ512	O	Television Studio Production	20
5	LZ513	O	Photography: From painting with light to zeroes and ones	20
5	LZ516	O	Documentary Filmmaking: Theory and Practice	20
5	LZ522	C	Power and Persuasion	20
5	LZ524	O	Contested Stories	20
6	LA616	O	Community Placement: Theory in Practice	20
6	LA690	M	Dissertation	40
6	LL600	O	Russian Literature and Culture: The Golden Age and Beyond	20
6	LL601	O	(Re)Viewing Shakespeare	20
6	LL602	O	Apocalypse, Utopia and Dystopia	20
6	LL603	O	Literature and Philosophy	20
6	LL604	O	Post-War American Literature	20

6	LL607	O	Women's Writing and Feminist Theory	20
6	LL608	O	Restoration Drama	20
6	LL609	O	Adaptations	20
6	LL614	O	Creative Writing Project	20
6	LL625	O	Goths: Texts and Contexts	20
6	LL630	O	Victorian Sexualities	20
6	LL635	O	Brighton Rocks	20
6	LL640	O	Writing the Contemporary	20
6	LL645	O	Postcolonial Literatures	20
6	LL650	O	European Literatures and Film	20
6	LL655	C	Final Year Conference	20
6	LL660	O	Culture Wars: Revisiting the Great Divide	20
6	LX600	O	Language, Culture and Ideology	20
6	LX601	O	World Englishes	20
6	LX602	O	Language of Gender and Sexuality	20
6	LX661	O	Approaches to Analysing Discourse	20
6	LX672	O	English Language Teaching	20
6	LZ610	O	Television News Production	20
6	LZ611	O	Popular Culture: Europe and Beyond	20
6	LZ613	O	From Script to Screen	20
6	LZ617	O	Images of War	20
6	LZ677	O	The Autobiography and the Screen	20
6	LZ678	O	Media Ethics and Conflict	20

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

⁸ All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits ⁹	Minimum credits ¹⁰	Ratio of marks ¹¹ :	Class of award
Final	BA Hons	English Language and Creative Writing	6	Total credit Select 360	Minimum credit at level of award Select 90	Levels 5 and 6 (25:75)	Honours degree
Intermediate	BA	English Language and Creative Writing	6	Total credit Select 300	Minimum credit at level of award 60	Levels 5 and 6 (25:75)	Not applicable
Intermediate	DipHE	English Language and Creative Writing	5	Total credit Select 240	Minimum credit at level of award 90	Level 5 marks	Not applicable
Intermediate	CertHE	English Language and Creative Writing	4	Total credit Select 120	Minimum credit at level of award 90	Level 4 marks	Not applicable
Select			Select	Total credit Select	Minimum credit at level of award Select	Select	Select
*Foundation degrees only							
Progression routes from award:							
Award classifications		Mark/ band %	Foundation degree	Honours degree		Postgraduate¹² degree (excludes PGCE and BM BS)	
		70% - 100%	Distinction	First (1)		Distinction	
		60% - 69.99%	Merit	Upper second (2:1)		Merit	
		50% - 59.99%	Pass	Lower second (2:2)		Pass	
		40% - 49.99%		Third (3)			

⁹ Total number of credits required to be eligible for the award.

¹⁰ Minimum number of credits required, at level of award, to be eligible for the award.

¹¹ Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g., dissertation) must be in the corresponding class of award.

¹² Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from staffcentral or studentcentral).

Specific regulations which **materially** affect assessment, progression and award on the course

e.g. Where referrals or repeat of modules are not permitted in line with the *University's General Examination and Assessment Regulations for Taught Courses*.

The course regulations are in accordance with the University's General Examination and Assessment Regulations (available from the School office).

Exceptions required by PSRB

These require the approval of the Chair of the Academic Board

N/A