**Programme Title: BA Liberal Arts**

This document shows which mandatory units contribute towards the programme’s intended learning outcomes. By looking at the relevant units it is therefore possible to establish how programme intended learning outcomes are assessed. For programmes with limited or no mandatory units the units shown below will be an indication of the most frequently chosen optional units and how this choice meets the programme’s intended learning outcomes.

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|  | **Taught and assessed through the following mandatory\* units:** | **Programme intended learning outcomes mapped by unit** |
| **A: Knowledge and Understanding of:** | | |
| A1. Knowledge and understanding of the range and nature, and aspects of the history, of subjects in the arts and humanities  A2. Understanding of the ways in which the past has been and can be apprehended and interpreted; knowledge of methods and tools of historical analysis and ways of treating evidence; knowledge of different types of historical evidence and sources  A3. Knowledge and understanding of the links between critical writing and critical thinking, and of the social contexts of writing; knowledge of the principles of good writing  A4. Knowledge and understanding of elements of philosophical analysis; knowledge and understanding of the links between ideas and society, and of aspects of the history of ideas  A5. Knowledge of the nature of expressive forms of art; knowledge and understanding of elements of aesthetic analysis; knowledge and understanding of the social contexts of art  A6. Introductory knowledge of a modern or ancient language. For students pursuing a language pathway, more advanced knowledge of a modern or ancient language.  A7. Basic knowledge and understanding of elements of quantitative analysis and reasoning as it pertains to the arts and humanities  A8. Knowledge and understanding of the public role of the humanities  A9. In the subject pathway, advanced and systematic knowledge and understanding of selected aspects of the subject | Reading the Past | A1, 2 |
| Critical Writing in the Humanities | A1, 3 |
| Ideas and Society | A1, 4 |
| Experiencing the Aesthetic | A1, 5 |
| Arts Students Count | A1, 7 |
| Language unit | A6 |
| The Public Role of the Humanities | A1, 8 |
| Dissertation | A1, 9 |
| Pathway units | A9 |
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| **B: Intellectual Skills /Attributes:** | | |
| B.1 The ability to think critically (abstract an argument, judge its strengths and weaknesses, expose assumptions and invalid reasoning, distinguish relevant from irrelevant considerations, move from specific to general and vice-versa)  B.2 The ability to construct coherent, rigorous, relevant and persuasive arguments  B.3 The ability to present ideas clearly in both oral and written form  B.4 The ability to acquire and assimilate information from lectures and seminars and through independent research  B.5 The ability to organise and impose order on complex and diverse material  B.6 The ability to develop ideas, theories and concepts with reference to a wide range of evidence  B.7 The ability to select and evaluate relevant information to prove an analytical point  B.8 An awareness of variation in the quality and reliability of evidence and of the distinctive qualities of particular sources  B.9 The ability to present arguments that are clear, structured and sustained with appropriate references and attention to academic protocol  B.10 The development of intellectual integrity, self-awareness and maturity  B.11 The ability to learn through participation in discussion  B.12 An appreciation of the uncertainty, ambiguity and limits of knowledge  B.13 Ability to deploy accurately subject-specific techniques of analysis and enquiry  B.14 The ability to cross traditional subject boundaries, comparing and contrasting their limitations and virtues, and drawing productive links between them | Reading the Past | B1–12, 14 |
| Critical Writing in the Humanities | B1–12, 14 |
| Ideas and Society | B1–12, 14 |
| Experiencing the Aesthetic | B1–12, 14 |
| Arts Students Count | B1–12, 14 |
| Language unit | B3, 11 |
| The Public Role of the Humanities | B1–12, 14 |
| Dissertation | B1–10, 12–14 |
| Pathway units | B13 |
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| **C: Other Skills /Attributes (Practical/Professional/Transferable):** | | |
| C.1 The ability to be self-motivated and self-reliant  C.2 The ability to research, identify and make discriminating use of primary and secondary data  C.3 The ability to communicate information, ideas and conclusions in writing in clear, lucid and structured way using a grammatically correct prose that demonstrates command of a wide vocabulary  C.4 The ability to communicate information, ideas and views clearly, succinctly and persuasively to others orally  C.5 The ability to learn from and contribute to the learning process of others through participation in class/group discussion; the ability to listen, express strong disagreements while respecting the views of others; the ability to sustain debate  C.6 The ability to access relevant information and to communicate electronically to and with others  C.7 The ability to work without constant supervision and reach independent judgements  C.8 The ability to modify views in the light of fresh ideas and information  C.9 A propensity to think laterally, seeing the broader picture and making connections  C.10 A familiarity with, and an ability to organise, a range of word processing and IT skills  C.11 The ability to think and write quickly and coherently under pressure  C.12 The ability to manage time (punctuality, meeting of deadlines, etc.). | Reading the Past | C1–10, 12 |
| Critical Writing in the Humanities | C1-10, 12 |
| Ideas and Society | C1-10, 12 |
| Experiencing the Aesthetic | C1-10, 12 |
| Arts Students Count | C1-10, 12 |
| Language unit | C1, 3–4 in units at advanced levels, 6, 10, 12 |
| The Public Role of the Humanities | C1-10, 12 |
| Dissertation | C1-10, 12 |
| Pathway units | C11 |
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\*Or indication of the most frequently chosen optional units.