



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2022/23

Date created: 25/08/2021

Last amended: 22/03/2022

Version no. 1

### 1. Programme title(s) and code(s):

BA English and History

BA English and History with a Year Abroad

Notes

^ Students may only enter this programme by approved transfer at the end of Year 1

#### a) [HECOS Code](#)

| HECOS Code | %   |
|------------|-----|
| 100320     | 75% |
| 100302     | 25% |

#### b) UCAS Code (where required)

VQ13

### 2. Awarding body or institution:

University of Leicester

### 3. a) Mode of study

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods:

#### BA English and History

The normal period of registration is 3 years

The maximum period of registration 5 years

#### BA English and History with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

### 5. Typical entry requirements

320 points from 3 A2 levels (example AAB-ABB).

English and History are each required at A2 level.

General Studies accepted as one of the three A2 levels.

International Baccalaureate: Pass

Diploma with 32 points, including 6 in Higher Level English.

European Baccalaureate: pass with 70 % overall, including 8 in English.

## 6. Accreditation of Prior Learning

Accreditation of prior learning may be considered for entry into the second year of the course if the student has completed a first year on another English or English related course at university; has completed modules with content comparable to the first year in topic and level; and has passed at a high level (normally a 2:1 average overall). This is dependent on places being available on the programme.

## 7. Programme aims

The programme aims

- to enable students to explore their interest in History and English language and literature and to provide a syllabus with range, intellectual progression and opportunities for independent study;
- to foster students' independent thinking and judgement; to provide an attractive curriculum that draws on the research expertise and teaching strengths of the Department of English and the School of History;
- to develop students' skills in close reading and literary and historical analysis;
- to develop students' ability to carry out independent research;
- to develop students' ability to communicate clearly and effectively;
- to deliver learning opportunities through lectures, seminars, workshops and individual supervision;
- to enable students to develop and demonstrate a range of skills necessary for the study of History and English at undergraduate and postgraduate level;
- to enable students to develop transferable skills necessary for successful career development and effective independent learning;
- to encourage original thought through the study of English and History as complementary investigations of text and context;

For those on the Year Abroad:

- to enable students to develop and broaden their learning experience in English and History by studying at a non-UK, European University;
- to enable students to develop their linguistic abilities, by attending lectures and classes and completing assessments in the native languages of a non-UK, European University;
- to enable students to enrich their all-round educational and personal development by studying at a non-UK, European University

## 8. Reference points used to inform the programme specification

- [QAA Benchmark Statement for English](#)
- [QAA Benchmark Statement for History](#)
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

**a) Discipline specific knowledge and competencies**

i) Mastery of an appropriate body of knowledge

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>  | <b>How Demonstrated?</b>   |
|---|---|--|
| Demonstrate mastery of an appropriate body of historical, literary, critical and linguistic knowledge and practice. | Lectures, tutorials, seminars, directed reading, independent research, resource-based learning. | Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises. |

ii) Understanding and application of key concepts and techniques

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>  | <b>How Demonstrated?</b>   |
|--|---|--|
| Demonstrate understanding of a range of approaches, issues and concepts in both History and English Language and Literature. | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, computer-based exercises and problem-based exercises. |

iii) Critical analysis of key issues

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>  | <b>How Demonstrated?</b>  |
|--|---|---|
| Demonstrate understanding of the history of literature and the historical differences between texts.                               | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis. |
| Reflect critically on the natures of history and of English Literature as disciplines.   | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis. |
| Analyse historical processes through the assessment of continuity and change over a variety of time spans, places and settlements. | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis. |

iv) Clear and concise presentation of material

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>   | <b>How Demonstrated?</b>  |
|--|--|---|
| Present historical and literary problems and arguments in a variety of written and oral formats. | Tutorials, seminars, directed reading, independent research, team problem solving exercises. | Writing tasks, seminar presentations, contributions to discussions. |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?  |
|---|---|--|
| Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |
| Marshal appropriate evidence in close reading, interpretation and contextualization.  | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |
| Use evidence effectively in the construction of arguments.  | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |

vi) Other discipline specific competencies

| Intended Learning Outcomes                                   | Teaching and Learning Methods   | How Demonstrated?  |
|--|---|--|
| Demonstrate imagination, sensibility and linguistic fluency. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |

**b) Transferable skills**

i) Oral communication

| Intended Learning Outcomes   | Teaching and Learning Methods        | How Demonstrated?                          |
|--|--------------------------------------|--|
| To present arguments in a range of registers and to audiences with different needs.  | Seminars, workshops, group projects. | Oral presentations.                        |
| <i>[Year Abroad programme]</i> To develop the ability to communicate orally in the language of the country of the European partner institution during the year abroad. | Language classes.                    | Oral presentations during the year abroad. |

ii) Written communication

| Intended Learning Outcomes   | Teaching and Learning Methods                | How Demonstrated?   |
|--|--|---|
| To present written arguments of varying lengths and levels of formality. | Lectures, seminars, workshops, supervisions. | Essays, essay-based examinations, dissertation, group projects. |

| Intended Learning Outcomes  | Teaching and Learning Methods | How Demonstrated?  |
|---|-------------------------------|--|
| <i>[Year Abroad programme]</i> To develop the ability to write in the language of the country of the European partner institution during the year abroad. | Language classes.             | Essays and essay-based examinations, during the year abroad. |

iii) Information technology

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?                      |
|--|--|--|
| Use IT to effectively support their studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence. | Induction programme, computer practical classes, independent research. | Essays, independent research projects. |

iv) Numeracy

| Intended Learning Outcomes                                 | Teaching and Learning Methods   | How Demonstrated?  |
|--|---|--|
| Consider the uses of numerical data in historical analysis | Seminars, group projects, lectures, tutorials and numeracy classes, skills workshops. | Group projects, problem-based exercises, independent research projects |

v) Team working

| Intended Learning Outcomes                           | Teaching and Learning Methods      | How Demonstrated?  |
|--|------------------------------------|--|
| Solve problems collaboratively                       | Group work for projects, workshops | Group projects and presentations, problem-based exercises, seminar contributions |
| Reflect on the value and challenges of group working | Group work for projects, workshops | Group projects and presentations, problem-based exercises, seminar contributions |

vi) Problem solving

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?  |
|---|---|--|
| Solve literary critical, literary theoretical, literary historical and linguistic problems. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |
| Address historical problems using contemporary sources and advanced secondary literature.   | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |

vii) Information handling

| Intended Learning Outcomes  | Teaching and Learning Methods  | How Demonstrated?   |
|---|--|---|
| Gather and deploy evidence and data to find, retrieve, sort and exchange new information. | Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. | Essays, independent research projects, computer-based exercises, problem-based exercises. |

viii) Skills for lifelong learning

| Intended Learning Outcomes                      | Teaching and Learning Methods   | How Demonstrated?                                       |
|---|---|---|
| Demonstrate intellectual independence.          | Tutorials, career development programmes, resource based learning, personal development planning programme. | Portfolio, curriculum vitae, self-evaluation exercises. |
| Reflect on your own and others learning.        | Tutorials, career development programmes, resource based learning, personal development planning programme. | Portfolio, curriculum vitae, self-evaluation exercises. |
| Manage the time and resources available to you. | Tutorials, career development programmes, resource based learning, personal development planning programme. | Portfolio, curriculum vitae, self-evaluation exercises. |

## 10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

In order to proceed to the second year of the course, a student must obtain 60 credit-units for three core modules of English and 60 credit-units for two core modules of History and one History option.

In order to proceed to the third year of the course a student must obtain 60 credit-units for three core modules of English and 60 credit-units for History, to include the core module Perceiving the Past. Students must either take The Historian’s Craft module if they plan to complete a History dissertation in the third year, or two approved History option modules, if they plan to complete an English dissertation in the third year. The requirements for obtaining the credit-units for each of the six double-modules taken in English and History are the same as in the first year.

In accordance with [Senate Regulation 5: Regulations governing undergraduate programmes of study](#), in cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

Degree classification is based upon modules totalling 240 credits (360 credits for the four-year variant of this degree programme) successfully accumulated from second and third year modules, in accordance with the requirements for the regulations of the degree.

For students on the Year Abroad programme in order to proceed to the fourth year of the course students must pass their year abroad. The year abroad does not otherwise count towards the final classification of the degree.

Students on the four-year variant of this degree programme must have no more than 30 credits outstanding before entering their third year (year abroad).

Students on the four-year variant of this degree programme must have no more than 30 credits of year two modules outstanding before entering their final year. A student who does not achieve the threshold level will normally be required to transfer to the three-year variant of this programme, but will be considered by a progression board on a case-by-case basis prior to entering the final year of their studies.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

#### **11. Criteria for award and classification**

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

#### **12. Special features**

#### **13. Indications of programme quality**

In a recent Periodic Developmental Review, the panel's report on the School was extremely positive: 'Throughout discussions with both staff and students the Panel noted a very collegial and student-centered approach to all the School's activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel were impressed with the knowledge of the Chairs of the School's committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the Head of School who actively and knowledgeably oversaw the School's activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA codes of Practice and the University Codes of Practice.'

#### **14. External Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

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### Appendix 1: Programme structure (programme regulations)

#### Updates to the programme

| Academic year affected | Module Code(s) | Update  |
|------------------------|----------------|---|
| 2022/23                | HS1001         | Module title changed from Barbarism and Civilisation                        |
| 2022/23                | EN1002         | Title changed from Classic US Texts   |
| 2023/24                | EN2060         | Core module. Title changed from Concepts in Criticism                       |
| 2023/24                | HS2502         | Core for students intending to take a History dissertation. Now 15 credits. |

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

#### BA English and History

#### Level 4/Year 1      2022/23

#### Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 45 credits | 30 credits |
| Optional | n/a       | 15 credits | 30 credits |

120 credits in total



### Core modules

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Sem 1           | EN1070 | Writing Matters   | 15 credits |
| Sem 1           | HS1002 | The Shock of the Modern   | 15 credits |
| Sem 1           | HS1001 | Medieval and Early Modern Europe: People, Power, Faith, and Culture | 15 credits |
| Sem 2           | EN1050 | Renaissance Drama: Shakespeare and his Contemporaries               | 30 credits |

### Option modules

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Semester 1      | EN1002 | Classic American Writing  | 15 credits |
| Semester 1      | EN1060 | Feminist Fiction  | 15 credits |
| Semester 2      | HS1012 | Global History: Connections and Cultures in a Changing World, c. 1750-Present | 15 credits |
| Semester 2      | HS1013 | Modern Britain: The State We're In  | 15 credits |
| Semester 2      | HS1016 | Europe 1861-1991: Emancipation and Subjugation                                | 15 credits |
| Semester 2      | HS1017 | With Liberty and Justice for All? U.S. History since 1877                     | 15 credits |

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

### Level 5/Year 2      2023/24

#### Credit breakdown

| Status | Year long       | Semester 1 | Semester 2 |
|--------|-----------------|------------|------------|
| Core   | Choose an item. | 45 credits | n/a        |

| Status   | Year long       | Semester 1 | Semester 2 |
|----------|-----------------|------------|------------|
| Optional | Choose an item. | 15 credits | 60 credits |

120 credits in total

#### Core modules

| Delivery period | Code   | Title                   | Credits    |
|-----------------|--------|-------------------------|------------|
| Sem 1           | EN2060 | Critical Perspectives 1 | 15 credits |
| Sem 1           | HS2400 | Perceiving the Past     | 30 credits |

#### Option modules

| Delivery period | Code   | Title  | Credits    |
|-----------------|--------|--|------------|
| Semester 1      | HS2232 | Religious History  | 15 credits |
| Semester 1      | HS2236 | Histories of Violence  | 15 credits |
| Semester 1      | HS2302 | Blood, Position and Power: The Nobility of Later Medieval England, 1066-1485   | 15 credits |
| Semester 1      | HS2307 | Madness, Monarchy and Politics in Georgian Britain                             | 15 credits |
| Semester 1      | HS2348 | Rise and Fall of the Soviet Union  | 15 credits |
| Semester 1      | HS2328 | Jack the Ripper: Crime, Popular Culture and Policing in Victorian Times        | 15 credits |
| Semester 2      | EN2192 | Diversifying Publishing and the Literature Industry                            | 15 credits |
| Semester 2      | EN2025 | English and Arts Journalism  | 15 credits |
| Semester 2      | EN2196 | English and Education  | 15 credits |
| Semester 2      | EN2330 | Modern Literature from <i>Heart of Darkness</i> to <i>Nineteen Eighty-Four</i> | 30 credits |
| Semester 2      | EN2340 | Rewriting Britain from Windrush to Now   | 30 credits |
| Semester 2      | HS2502 | Becoming the Historical Researcher   | 15 credits |

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Semester 2      | HS2353 | Enter the Dragon: Modern Chinese History, 1839–1989 | 15 credits |
| Semester 2      | HS2359 | From Beer to Fraternity                             | 15 credits |
| Semester 2      | HS2360 | History in the Classroom                            | 15 credits |
| Semester 2      | HS2237 | All Bourgeois Now? Class in History, 1700-2000      | 15 credits |
| Semester 2      | HS2802 | Heritage Field Project                              | 15 credits |

### Notes

In Semester 1, students must choose 1 15-credit History approved option module. In Semester 2, students must choose 1 15-credit History approved option module, 1 30-credit English option module, and 1 15-credit English option module. Semester 2. Students intending to follow the History Dissertation in year 3 must select HS2502. Students intending to complete the English Dissertation in year 3 should not select HS2502. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

### Level 6/Year Final 2024/25 or 2025/26

Route A: English Dissertation

Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | n/a        | 30 credits |
| Optional | n/a       | 60 credits | 30 credits |

120 credits in total

## Core modules

| Delivery period | Code   | Title        | Credits    |
|-----------------|--------|--------------|------------|
| Sem 2           | EN3010 | Dissertation | 30 credits |

## Notes

In Semester One students must take 60 credits to include 1 30-credit English module and 30 credits of History approved option modules. In Semester Two students must take the Dissertation and 30 credits of History approved option modules.

## Option modules:

| Delivery period | Code   | Title  | Credits    |
|-----------------|--------|--|------------|
| Semester 1      | EN3320 | Renaissance Literature from <i>Utopia</i> to <i>Paradise Lost</i>              | 30 credits |
| Semester 1      | EN3328 | Victorians: from <i>Oliver Twist</i> to <i>The Picture of Dorian Gray</i>      | 30 credits |
| Semester 1      | HS3634 | The USA and the Vietnam War  | 15 credits |
| Semester 1      | HS3662 | Crime and Punishment in African-American History                               | 15 credits |
| Semester 1      | HS3688 | The Golden Age of Anglo-Saxon Northumbria                                      | 15 credits |
| Semester 1      | HS3694 | Diasporas and Migrations in the Modern World                                   | 15 credits |
| Semester 1      | HS3699 | From Empire to Nation: Modern South Asia, c.1857-1947                          | 15 credits |
| Semester 1      | HS3808 | Gender, Crime and Deviance in Eighteenth Century Britain                       | 15 credits |
| Semester 2      | HS3614 | The Imperial Economy: Britain and the Wider World 1815-1914                    | 15 credits |
| Semester 2      | HS3620 | What Difference Did the War Make? British Society and the Great War, 1900-1939 | 15 credits |
| Semester 2      | HS3689 | When Two Dragons Fight: China and Japan at War in the Twentieth Century        | 15 credits |
| Semester 2      | HS3691 | Indigenous Peoples of the Americas, c1350-1650                                 | 15 credits |
| Semester 2      | HS3696 | The Medieval Natural World   | 15 credits |
| Semester 2      | HS3810 | Abolitionists: Antislavery Activism in Britain and America, 1787-1865          | 15 credits |

## Route B: History Dissertation

### Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 15 credits | 30 credits |
| Optional | n/a       | 45 credits | 30 credits |

120 credits in total

### Core modules

| Delivery period | Code   | Title        | Credits    |
|-----------------|--------|--------------|------------|
| Sem 1           | HS3510 | Dissertation | 15 credits |
| Sem 2           | HS3510 | Dissertation | 30 credits |

### Notes

In Semester One students must choose 1 30-credit English option module and 1 15-credit History option module. In Semester Two students must choose 2 15-credit English option modules.

### Option modules:

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Semester 1      | EN3320 | Renaissance Literature from <i>Utopia</i> to <i>Paradise Lost</i>         | 30 credits |
| Semester 1      | EN3328 | Victorians: from <i>Oliver Twist</i> to <i>The Picture of Dorian Gray</i> | 30 credits |
| Semester 1      | HS3634 | The USA and the Vietnam War   | 15 credits |
| Semester 1      | HS3662 | Crime and Punishment in African-American History                          | 15 credits |
| Semester 1      | HS3688 | The Golden Age of Anglo-Saxon Northumbria                                 | 15 credits |
| Semester 1      | HS3694 | Diasporas and Migrations in the Modern World                              | 15 credits |

|            |        |   |            |
|------------|--------|---|------------|
| Semester 1 | HS3699 | From Empire to Nation: Modern South Asia, c.1857-1947         | 15 credits |
| Semester 1 | HS3808 | Gender, Crime and Deviance in Eighteenth Century Britain      | 15 credits |
| Semester 2 | EN3015 | Queering the Renaissance                                      | 15 credits |
| Semester 2 | EN3021 | Literatures of Protest: Reading and Political Action          | 15 credits |
| Semester 2 | EN3027 | The Latin World: Ancient, Medieval and Modern                 | 15 credits |
| Semester 2 | EN3035 | Weird Fiction/ Weird Film                                     | 15 credits |
| Semester 2 | EN3111 | Autobiography and American Literature                         | 15 credits |
| Semester 2 | EN3128 | Late Victorian Gothic: Jekyll and Hyde to Dracula             | 15 credits |
| Semester 2 | EN3130 | The Other in American Fiction and Film                        | 15 credits |
| Semester 2 | EN3141 | Representing the Holocaust                                    | 15 credits |
| Semester 2 | EN3144 | The Thatcher Factor: The 1980s in Literature                  | 15 credits |
| Semester 2 | EN3158 | Jane Austen: The Novels, their Contexts and their Adaptations | 15 credits |
| Semester 2 | EN3194 | Tragedy   | 15 credits |
| Semester 2 | EN3204 | Writing for Laughs  | 15 credits |
| Semester 2 | EN3216 | Life and Fate: Russian Literature from Pushkin to Grossman    | 15 credits |
| Semester 2 | EN3220 | Medieval Worlds   | 15 credits |
| Semester 2 | EN3350 | Reading and Writing Climate Change Fiction                    | 15 credits |

### Notes

The list of option modules is indicative only, and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students who took HS2027 must not select EN3027.

## **Appendix 2: Module specifications**

See undergraduate [module specification database](#) (Note - modules are organized by year of delivery).

## **Appendix 3: Skills matrix**