

## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	1. BA Liberal Arts 2. BA Liberal Arts (with Integrated foundation Year) 3. BA Liberal Arts (with Year Abroad) 4. BA Liberal Arts (with Year in Industry) 5. BA Liberal Arts (with Integrated Foundation Year and Year Abroad) 6. BA Liberal Arts (with Integrated Foundation Year and Year in Industry)
Name of interim award(s):	(For 3. and 4.: IFY programme only) Foundation Certificate (FdCert) - exit award only
Duration of study / period of registration:	3 yrs; 4 yrs with Yr Abroad/Industry/IFY; 5 yrs w IFY & Yr Abroad/Ind
QMUL programme code / UCAS code(s):	AR-SLLF SLLF-78 / HECoS code: 100065 liberal arts
QAA Benchmark Group:	N/A
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of the Arts

Schools / Institutes which will also be involved in teaching part of the programme:

School of History

School of Economics and Finance

School of Geography

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

### Programme outline

The BA Liberal Arts degree combines an innovative and research-driven curriculum grounded within the distinct, established areas of academic specialisation and excellence found within the constituent schools of the Faculty of Humanities and Social

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Sciences. Its emphasis is on interdisciplinary study, enabling students to develop as critical and compassionate thinkers. Each year includes Liberal Arts compulsory modules and electives from inter-disciplinary themes that facilitate greater flexibility in module choice and a broader basis than in degrees in single or joint subjects, including the study of a foreign language at Level 4.

At Level 5, students choose to specialise in a theme, which will define the focal points of your whole degree. Students sample all of these at Level 4, and themes from Level 5 onwards. Students can also spend the third year of the four-year version of the degree as an intercalated 'sandwich' year: either a Year Abroad, or a Year in Industry.

The BA Liberal Arts with Integrated Foundation Year combines a three-year degree in Liberal Arts (or a four-year degree including a year abroad) with a bespoke foundation year, providing a pathway for students not currently eligible for entry to a three-year degree programme.

## Aims of the programme

The overall aims of the Liberal Arts programme are:

1. To develop your ability to think, communicate and evaluate critically and creatively;
2. To help you meet intellectual and personal challenges, encouraging and supporting you to design your own coherent pathway of study drawing from modules offered by Schools and Departments of QMUL's Faculty of Humanities and Social Sciences;
3. To contribute to your development as a responsible citizen, providing opportunities for you to explore the nature of society in local and global contexts, historical and contemporary;
4. To enhance your appreciation of diversity of worldview, offering knowledge and appreciation of a comparative contextual approach to the production and reception of texts, discourses and/or performances via the cross-cultural and transnational exploration of themes, movements and periods;
5. To problematise the acts of reading, writing and viewing of cultural material so that you can reflect critically upon textual production and reception both in history and in your own practice;
6. To equip you to select and undertake independent research tasks, culminating in a research-based dissertation on a topic of your choice, for which you receive individual expert supervision in your final year;
7. To equip you to pursue thoughtful reflection and entrepreneurial curiosity;
8. To develop a range of subject-specific skills, including technical skills, and transferable skills appropriate to a wide range of subsequent careers;
9. To develop your capacity for further learning and prepare you for further academic study or professional research in a wide range of fields;
10. To promote the study of language practically alongside its application to cultural and intercultural studies.

## What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas above. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Students who successfully complete the programme will be able to:

- synthesise and assess knowledge of key concepts and approaches in Liberal Arts study;
- critically assess qualitative and quantitative information;
- design and complete independent research projects;
- recognise the value of operating in more than one language

**Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Ability to make theoretically informed connections between material studied from different periods, cultural traditions and approaches, as well as from different academic disciplines, different modes of presentation or performance and different political ideologies.
A 2	Knowledge and understanding of the diverse forms of representation of human experience.
A 3	Ability to identify the historical and cultural contexts which inform the production and reception of an individual cultural product or discourse.
A 4	Knowledge and understanding of the role and significance of culture (its forms and reception) in human activity.
A 5	Knowledge and understanding of the role and significance of language in human activity.
A 6	Knowledge and understanding of the role and significance of change as a central process in human activity.
A 7	Develop sensitivity to, and awareness of, the similarities and dissimilarities between cultures, societies and discourses (your own and those of others); and develop an attitude of curiosity and openness towards other cultures.
A 8	Ability to demonstrate knowledge of the core linguistic concepts in the study of the chosen language. For the Year Abroad, in addition, ability to demonstrate knowledge of core literary and cultural concepts in the study of the chosen language, to evaluate different theoretical perspectives on these concepts, and to illustrate and apply the core analytical ideas relevant to these concepts.
A 9	For Liberal Arts With a Year Abroad: Ability to identify the character of cultural products in the chosen language (influence of genre, history and function). In addition, to critically evaluate the character of such cultural products.
A 10	Gain knowledge of the place of literature in relation to the other arts and to popular culture.
A 11	For BA Liberal Arts With a Year in Industry: gain knowledge of and critically evaluate the subject matter of the industry.
A 12	For BA Liberal Arts With a Year Abroad: understanding of language and culture of the relevant geographic location.

Disciplinary Skills - able to:	
B 1	Apply subject knowledge and contextual understanding, selecting and using established techniques and a range of sources to critically evaluate source materials, issues and problems in the fields of study.
B 2	Demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.
B 3	Construct cogent and sophisticated critical essays on a range of topics, including comparatively, with evidence of independent study and initiative.
B 4	Formulate theoretically informed arguments and express these clearly and effectively in presentations, whether oral, audio-visual or written.
B 5	Bring critical skills to bear on the analysis of texts, discourses and other cultural products.
B 6	Apply bibliographic skills relevant to humanities studies and, where relevant, social science studies, consistently in all written work, including accurate citation of sources and consistent use of scholarly conventions.
B 7	Demonstrate the ability to work independently on projects in different subject areas and to manage time effectively within each project and by balancing workload demands from coinciding learning activities in different areas of the programme.
B 8	Demonstrate research skills including the identification and design of a viable and original research project and the gathering of relevant research materials. In addition, demonstrate awareness of the significance of this research within the chosen subject area(s) and at an interdisciplinary level, and to evaluate the significance of research undertaken.
B 9	For BA Liberal Arts With a Year Abroad: Develop advanced oral, written and comprehension skills in the chosen language, becoming a fluent and accurate user of the language in a wide range of domains and registers.
B 10	For BA Liberal Arts With a Year Abroad: Understand the social contexts of cultural and linguistic aspects of the chosen language. In addition, to understand the socio-historical contexts of these aspects as well as literary aspects of the chosen language, and to engage with theoretical models of such contexts.
B 11	For BA Liberal Arts with a Year in Industry: demonstrate knowledge and understanding of the subject matter of the industry.
B 12	For BA Liberal Arts With a Year Abroad: demonstrate knowledge and understanding of the relevant language and culture.

Attributes:	
C 1	Demonstration of clear and effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C 2	Ability to evaluate information critically from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently, constructively and engagingly.
C 3	Demonstration of the independent learning ability required for continuing professional development in a changing world and to extend understanding of a subject or situation.
C 4	Rounded intellectual development and performance as a global citizen (good judgement; curiosity and openness to change; initiative and resilience in meeting challenges; respect for the opinions of others and a readiness to act inclusively; the ability to reflect upon and assess your own progress; transferable key skills to help meet career goals and life-long learning, whether in or beyond postgraduate education).
C 5	Information expertise (ability to identify information needs appropriate to different situations; use technologies to access and interpret information effectively; critically evaluate the reliability of different sources of information; use information for evidence-based decision-making and creative thinking).
C 6	Ability to participate effectively in group discussions and group tasks. In addition, ability to respond creatively to varieties of opinion and approach within a group.

C7	Develop a global perspective and reflect on how this can be adapted to local contexts.
C8	Appreciate the need to identify continuity and change; and apply ability to analyse elements of continuity and change.
C9	Reflect critically on the issues of diversity and difference that emerge from studying and engaging with different forms, cultures and values.

### How will you learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School. Teaching will be led by research-oriented staff who are specialists in the fields of study contributing to the programme, and/or by qualified language teachers as appropriate. These strategies aim to:

Foster a sense of community amongst students and staff in the pursuit of teaching and learning;  
Promote the relationship between staff research, teaching and student learning;  
Expose students to a diverse set of approaches to the study of their subject area;  
Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;  
Inspire intellectual independence in students;  
Employ a variety of assessment methods;  
Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching is organised in modules, of which most have weekly course elements and in some this will require collaborative group work. Teaching takes a number of forms, which may include:

Lectures;  
Seminars, including regular, active participation both individually and in a variety of group work;  
Small group tutorials;  
Workshops;  
Lab work using multi-media resources;  
Writing intensive courses;  
Field trips;  
Independent work by students, including research, presentations and peer review;  
Individual supervision of projects and dissertations;  
Individual and group feedback on written work and other completed tasks.

Students will be encouraged to build interdisciplinarity in their knowledge and understanding by selecting options from interdisciplinary subject areas within the programme.

### How will you be assessed?

Assessment is varied and will take a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module, as well as to the different subject areas of the arts, humanities and social sciences covered within the programme.

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework, or of a final examination. The kinds of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Language examinations may also include oral and aural assessments.

Coursework may consist of essays, longer research projects including the Liberal Arts compulsory research project module at Level 6, reports on original or established research, textual commentaries, critical reviews, practical exercises, diaries of your own research or reflection on your learning, audio-visual or poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used.

Proportions of formative and summative assessment vary between modules: the balance between types and patterns of assessment in a Liberal Arts student's diet will be taken into consideration when options are selected for each year of study.

## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students will take 120 credits in each year of study, including the Foundation Year, the Year Abroad, and the Year in Industry. The programme is structured around a set of compulsory modules and a range of optional modules from the Faculty of Humanities and Social Sciences. The programme has been designed to provide students with greater flexibility in module choice across the contributing schools in the Faculty. Students will be given a broader introduction to the humanities and social sciences at Level 4 and at the end of this year they will decide which themes they wish to select at Levels 5 and 6.

Students have the option of selecting a four-year degree programme with the third year spent either on studying on an international exchange programme (BA Liberal Arts with a Year Abroad) or undertaking an approved work placement (BA Liberal Arts with a Year in Industry). BA Liberal Arts with a Year Abroad cannot enrol on the Liberal Arts Year in Industry module (for a further intercalated year), however students are still able to undertake a work placement if they choose to as part of their Year Abroad placement.

### Year 1 – Level 4

30 credit compulsory module SML4006 Culture and Language

30 credit compulsory Language module: Student may select any ONE of the L1 or L2 Level 4 Modern Language modules offered in Modern Languages

15 credit compulsory module DRA114 London/Culture/Performance

15 credit compulsory module SML4205 History and/as Fiction

30 credits from a list of guided electives at L4 from contributing schools. L4 Optional modules can also be chosen from all modules offered in the Faculty of Humanities and Social Sciences (subject to space available on modules and with the guidance of the student's advisor).

### Year 2 – Level 5

15 credit compulsory module LIB5202 Thinking, Writing and Research across Disciplines

15 credit compulsory module LIB5203 Digital Culture and Society OR LIB5054 Cultural Encounters in Theory and Practice

90 credits from a list of guided module electives at Level 5 from contributing Schools subject to module capacity. L5 Optional modules can also be chosen from all modules offered in the Faculty of Humanities and Social Sciences (subject to space available on modules and with the guidance of the student's advisor).

### Year 3 – Year Abroad or Year in Industry

120 credits compulsory modules: EITHER 120 credits Year Abroad module OR 2 x 60 credits Semester Abroad modules OR 120 credits Year in Industry module

### Progression Requirements from Sandwich Year to Final Year

To pass the Year Abroad, a student must take 120 credits and pass a minimum 90 credits (following the pass/fail standards of the host institution, for a compulsory year abroad). Failure to pass will result in transfer to the version of the programme without a Year Abroad. While studying for a year abroad, a student is subject to the regulations and policies of the host institution. This includes reassessment; some institutions do not offer resits, and in those cases a student will have only one attempt to pass each module. To pass the Year in Industry, students must pass the Liberal Arts Year in Industry module.

### Year 3/4 – Level 6

30 credit compulsory module LIB6200 Liberal Arts Independent Research Project.

90 credits from a list of guided module electives at Level 5 from contributing Schools subject to module capacity. Optional modules can also be chosen from all modules offered in the Faculty of Humanities and Social Sciences (subject to space available on modules and with the guidance of the student's advisor).

### BA Liberal Arts with Integrated Foundation Year

BA Liberal Arts with Integrated Foundation Year is a four-year degree or a five-year degree including a Year Abroad/Year in Industry in total. Students take 120 credits per academic year.

The Foundation Year (year zero) is structured as follows:

15 credit compulsory module IFP3000 English Language and Study Skills.

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15 credit compulsory module IFP3020 Independent Study Project.

90 credits from the list of module electives at foundation levels (modules either 15 or 30 credits).

Students may be advised to select options in subject areas they intend to pursue within the BA and/or for which their entrance qualifications are below the usual standard for the discipline.

Progression Requirements from Year 0 to Year 1:

To progress into Year 1 of the Liberal Arts degree, the student must pass the foundation year with an average of 60 across semester two modules and achieve a mark of at least 60 % in IFP3020 Independent Study Project. Students must pass 105/120 credits. Resits cannot be carried forward to level 4.

**Academic Year of Study**     FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
This section is for BA Liberal Arts with Integrated Foundation Year. The 'Academic Year of Study' for programmes with an IFY is known as 'Year Zero'. The year numbers for the sections below should be adjusted accordingly for this version of Liberal Arts.						
English Language and Study Skills	IFP3000	15	3	Compulsory	1	Semester 1
Independent Study Project	IFP3020	15	3	Compulsory	1	Semester 2
90 credits of option modules chosen from a list of 15 credit Foundation modules offered within the Language Centre	Various IFP/ LANxxxx	90	3	Elective	1	Semester 1 or 2

**Academic Year of Study**     FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Culture and Language	SML4006	30	4	Compulsory	1	Semesters 1 & 2



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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
30 credits compulsory Language module: Student may select any ONE of the L1 or L2 entry-level Modern Language modules offered in MLC (current choice is between French, Russian, German, Spanish, Portuguese and Chinese. Any other languages to be taught in future to Honours level within MLC will also be offered). Each of these languages can be taken ab initio (with a GCSE in any language) or post A-level. Post-GCSE and native/heritage speaker pathways are also available.	Various: FRE4xxx GER4xxx POR4xxx RUS4xxx HSP4xxx CHI4xxx	30	4	Compulsory	1	Semesters 1 & 2
30 credits at Level 4 from a list of guided electives from contributing schools (see module list)	Various	30	4	Elective	1	Semester 2
London/Culture/Performance	DRA114	15	4	Compulsory	1	Semester 1
History and/as Fiction	SML4205	15	4	Compulsory	1	Semester 1

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Thinking, Writing and Research across Disciplines	LIB5202	15	5	Compulsory	2	Semester 1
Digital Culture and Society (or LIB5054)	LIB5203	15	5	Compulsory	2	Semester 2
Option modules from a list of guided electives (see module list)	Various	90	5	Elective	2	Semester 1 or 2
Cultural Encounters in Theory and Practice (or LIB5203)	LIB5054	15	5	Compulsory	5	Semester 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Year 3 – Year Abroad or Year in Industry 120 credits compulsory modules: EITHER 120 credits Year Abroad module OR 2 x 60 credits Semester Abroad modules OR 120 credits Year in Industry module	STA5003 STA5007 LIB5204	120	5	Compulsory	3	Semesters 1-3

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
This section should be labelled 'FT-Year 4' and the Academic Year of Study numbered '4' for students who take a version of the programme including a Year Abroad after Year 2:						
Liberal Arts Independent Research Project	LIB6200	30	6	Compulsory	3	Semesters 1 & 2
Option modules from a list of guided electives (see module list)	Various	90	6	Elective	3	Semester 1 or 2

**What are the entry requirements?**

The entry requirements for BA Liberal Arts are the same as those stated in the Queen Mary prospectus for current entry for BA Modern Languages, and on the Queen Mary website for BA Modern Languages: <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>.

The entry requirements for BA Liberal Arts with Integrated Foundation Year are as stated in the Queen Mary prospectus for current entry for Integrated Foundation Programmes, and on the Queen Mary website for those programmes: <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>.

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

The Student Voice Committee provides a formal means of communication and discussion between the School of the Arts and its students. The committee consists of student representatives from each year in the School together with appropriate representation from staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments, and meets regularly throughout the year.

It reports in turn to the School of the Arts Education Committee (including the Director of Education), which advises the School Board on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to the university's Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

The School of the Arts operates regular Programme Reviews of taught undergraduate and postgraduate provision according to University policies. The process is normally organised at a School-level basis with the Director of Education, or equivalent, responsible for the completion of the School's Programme Reviews. Students' views are considered in this process through analysis of the Postgraduate Taught Experience Survey and module evaluations.

### What academic support is available?

All students beginning study on the programme will participate in a series of Welcome Week activities, including introductions to the programme, inductions in the use of the online learning environment and the use of the School's practical spaces and technical facilities. These events also include opportunities for social interaction and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an advisor, with whom regular meetings are scheduled. All teaching staff will hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress.

The School's Director of Student Support is a designated member of staff with whom students can also raise issues and problems, and from whom they can seek advice and guidance.

Both the Director of Student Support and all advisors are able to refer students, where appropriate, to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

### How inclusive is the programme for all students, including those with disabilities?

All members of staff are required to take and pass two modules of Equality, Diversity and Inclusion training. Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difference like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Programme-specific rules and facts

N/A

### Links with employers, placement opportunities and transferable skills

Graduates from Queen Mary's School of the Arts and the wider Faculty of Humanities and Social Sciences go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as education and the arts, whilst others transfer skills gained during study into areas such as public relations, marketing, and corporate analysis roles. Graduates who have developed specialisations in the wider Faculty of Humanities and Social Sciences often find employment in areas such as business, finance, government, and the media. Others continue their studies at postgraduate level in any of the contributing

disciplines to Liberal Arts, either on QMUL programmes or elsewhere.

Liberal Arts has a reputation as a serious and respected discipline, which develops an understanding of the modern world and valuable research, analytical and communication skills, making Liberal Arts graduates very attractive to employers. Employability skills are embedded at each level of the curriculum in compulsory modules and the programme has in-curriculum input from the Careers team. For students pursuing a modern language, the language practice modules at Level 5 also contain guidance and tasks in the target language on applying for work and preparing a CV.

The School of the Arts and the Careers Service keep students regularly updated about careers resources for humanities students, including profiles and recorded advice from alumni, details of forthcoming Careers events, employer presentations and postgraduate opportunities, as well as recordings of recent events. There are also Academic Careers Leads in each department and recent alumni who are willing to offer advice on early career stages in a range of fields. Careers resources are also informed by liaisons with the Alumni Office and, for academic opportunities abroad beyond the programme's Year Abroad, the Global Opportunities office.

Academic staff in departments contributing to Liberal Arts are members of the College-wide Graduate Attributes Workstream, which supports the QMUL Strategy 2030 aim of ensuring that all QMUL students 'develop the knowledge, skills, adaptability and resilience to succeed in an ever-changing global job market and become active global citizens'.

Graduates of the programme can expect to have developed:

- communication skills, as students are challenged to express themselves in both speech and writing;
- presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;
- critical thinking skills, using a range of approaches to reading and analysing different kinds of source materials, evaluating their underlying agendas and meanings;
- writing abilities, through preparing a range of assignments (including reports, learning journals and research essays);
- research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);
- time management skills and the ability to work under pressure, as students organise and fulfil extensive reading commitments and assessment tasks;
- team-working skills, as students participate with peers in seminars and group tasks.

## Programme Specification Approval

**Person completing Programme Specification:**

Lara Fothergill

**Person responsible for management of programme:**

Andrew Smith

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

17.01.25

**Date Programme Specification approved by Taught Programmes Board:**