

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in History

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	V100
<b>JACS Code</b>	V100
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	History
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in History Diploma of Higher Education in History Certificate of Higher Education in History
<b>Programme Leader</b>	David Clampin

### Educational aims of the programme

The programme rests on the belief that the study of history is essential for understanding contemporary society and its problems. Investigating historical issues helps develop clarity of thought, problem-solving ability and facility in communication, while the study of the past widens students' experience and develops qualities of perception and judgment. The study of history and obtaining of a degree is a 'public good' as it develops an awareness of differing values, systems and societies; however, it also provides students with a range of valuable transferable skills of great value for future careers.

The distinctive features of the programme are:

Its core emphasis on reflexivity, the development of ability to reflect critically on the nature of history, the methods used by historians and history's function in society.

Its concentration on modern history (from around 1700) as an essential basis for understanding contemporary society and its problems.

The close relationship between research and teaching. The fruits of staff research are used actively for learning and teaching and students have direct experience of work taking place at the frontiers of historical knowledge.

Its commitment to internationalization, both in terms of the broad geographical range of modules but also opportunity to study abroad with partner institutions for 6 months and a dedicated field trip module to an overseas destination.

Within this context the aims of the programme are:

To offer a balanced and coherent programme of study to students from varied backgrounds choosing to study history. The field of study is guided by the QAA Benchmark Statement on History.

To provide students with a sound body of historical knowledge.

To provide an intellectually challenging programme that develops critical insight into the nature and problems of historical study.

To offer the opportunity for students to develop historical and transferable skills within a practical and critical environment that progressively encourages increased responsibility for autonomous learning.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

*A student who is eligible for this award will be able to:*

- Have made the transition from A Level, Access or other previous study to degree level History.
- Have developed an understanding of key historical concepts in a range of areas of study, including aspects of British history and the history of the wider world.
- Have acquired enhanced competence in writing, presentation skills that allow for the interrogation of the past.
- Have acquired competence in referencing and bibliographical techniques.
- Be able to interrogate historical documents in a critical way and gather sources.
- Be able to participate in group work and discussion.
- Have acquired habits of professionalism, time-management, self-awareness and personal responsibility.

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

- Have become more independent in their approach to study.
- Identify different interpretations of the past and make informed judgements about them.
- Apply certain theoretical techniques for interrogating the past that have deepened their knowledge of particular historical periods.
- Identify, correlate and critically examine a range of historical documents pertinent to an area of study.
- Write extensive pieces of work of a discursive and critical nature.
- Plan for future career development.
- Work constructively towards set goals as part of a team.

### **Target award Learning Outcomes - Bachelor of Arts with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Indicate knowledge of the nature and methods of the history discipline and the centrality of primary source material ('reflexive' knowledge).
2. Understand the main aspects of British history from 1700 to the present day.
3. Engage with some of the main aspects of the history of Europe.
4. Appreciate events in the wider world from 1700 to the present day.
5. Indicate an awareness of how history can be presented in a variety of forms.
6. Critically understand the nature of history as a discipline ('reflexive' understanding).
7. Demonstrate awareness of the varieties of approach to reconstructing of the past.
8. Evaluate the forces both for continuity and for change over time and the tensions between them.
9. Locate, gather and critically analyse evidence from relevant historical sources.
10. Show critical use of appropriate theories, models and methods derived from history and related disciplines.
11. Marshalling evidence for an historical argument in written form.
12. Demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems.
13. Effectively communicate information in a written form and construct reasoned argument.
14. Work both independently and as part of a team.
15. Approach tasks creatively and in a disciplined manner.
16. Use a range of appropriate digital and communication tools, methods and resources.
17. Use self-discipline in working methods and critical self-assessment of strengths and weaknesses.
18. Initiate projects of their own.
19. Respond creatively and imaginatively to research tasks.
20. Work with others in a constructive and creative manner.

21. Form independent judgements.
22. Produce timely work within specified guidelines.
23. Critically analyse evidence using appropriate methodological methods.
24. Present material with fluency, clarity and reasoned argument.
25. Appreciate the dynamic means in which history can be showcased.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Surveys of periods and issues in history, and frameworks for interpreting them, are made in lectures and other tutor-led teaching. Learning is consolidated, exemplified and used in the more student-centred contexts of workshops, document classes and seminars.

The assessment of knowledge is particularly sought through examinations, essays and project portfolios. The testing of historical understanding is focused on essays and examinations but is also achieved through class presentations and discussions.

Lectures or less formal tutor-led exposition in smaller groups and workshops aim to set cognitive developments in motion. Workshop discussion is the prime place for learning these skills through practice and a structured discussion of historical sources and arguments. Small group settings are used to set appropriate individual goals in relation to writing, research and reading, essay and examination preparation.

Varied types of assessment including examinations, essays, projects, source analysis, blogs, posters allow the testing of prior cognitive development and develop and measure students' intellectual skills alongside their knowledge and understanding. Essays and exams offer the opportunity to undertake critical analyses and focus directly on an ability to construct rigorous argument. The variety of assessments offered provides a lateral means for students to approach intellectual development, with attention paid to students with particular needs (SENDA compliant).

All teaching and learning activities focus on developing and improving communication skills: lectures enable students to become effective listeners who can assimilate ideas and information; discussions in workshops and small group settings develop spoken communication skills, collaboration and interpersonal skills. Preparation and independent study, as with other humanities subjects, outweighs contact time and students are supported to work independently (guided by tutors and BlackBoard technology) developing their own ideas and understanding of historical events.

All assessment utilized on the degree encourages students to develop their communication skills and to present arguments and ideas with precision and clarity. Achievement of good time management and organizational skills is demonstrated by students completing work on time to a satisfactory standard.

The programme progression moves students steadily towards accepting more responsibility for independent learning and the various assessment tasks together with workshop activities are the prime place for learning these skills through daily practice. The skills outlined above are central to every activity that is undertaken as part of the degree.

The development of transferable skills is a core aim of the programme, with the study of history allowing students to apply their knowledge and aptitude in a variety of employability settings.

## Programme structure - programme rules and modules

The programme is taught and assessed within the academic framework. Students must take 120 credits of history modules at each level of the programme (Levels, 4, 5 and 6). Each level of programme should normally be completed in one academic year. Modules are of two types: core or option. Modules are all of 20 credits, apart from the 60 credit study abroad module (L5) and the 40 credit dissertation (L6).

All modules are core at L4, in L5 the modules 'Debates in History' and the 'Research paper' are core, while in L6 the Dissertation module is core. Students, as can be seen below, will be offered a range of options but it should be noted that not all of these will run every year and those listed are an indication of the type of modules offered in any given year.

Students will be allocated a personal tutor in L4 who will teach them at this level and normally remain their personal tutor throughout their time at LJMU.

The programme will offer the opportunity for 60 credits of study abroad at L5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module, 5119HIST, will normally replace the second semester modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

The programme will also offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honour with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module, 5118HIST. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

The programme follows a three-stage progression through L4, L5 and L6. Via core modules at L4 students will be introduced to a variety of geographical and methodological issues that intend, through a varied assessment matrix, to develop the key skills and practices necessary for them to advance at Levels 5 & 6 (e.g. understanding of primary/secondary sources, source analysis, close reading of texts, ability to work independently and in a group).

Level 5 is a bridge between Level 4 and Level 6, building on the cognitive and transferable skills acquired in first year and preparing students for their final year. It aims to further develop in students an appreciation of the diversity of history by offering a broad range of module options that focus on developing a comparative perspective and historical awareness. In line with the subject benchmark statement for history, students will choose modules from thematic strands that will ensure they continue their broad exploration of world events and appreciate the diverse theoretical and methodological ways history can be examined.

Level 6 is the culmination of the history degree at which point students, building upon their independent learning and research skills developed at Levels 4 and 5, take increased initiative and greater personal responsibility over the pursuit of their studies. At Level 6, students have the opportunity to gain a high degree of specialisation in their chosen topics, following intensive research led modules with staff actively publishing in these areas.

Students at Level 6 also draw upon their skills as researchers and independent learners, honed through Levels 4 and 5, to pursue an original, primary source focused independent research project in the form of the History Dissertation.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
<a href="#">6100HIST</a> Dissertation (40 credits)	<a href="#">6101HIST</a> Living with Defeat: France and the Second World War, History and Legacies (20 credits) <a href="#">6103HIST</a> Brummies, Geordies, Scousers and others (20 credits) <a href="#">6106HIST</a> We would not know there was a war on. Life on the British Home Front During the Second World War. (20 credits) <a href="#">6107HIST</a> Laws of War (20 credits) <a href="#">6108HIST</a> Soviet Body Politics: Sport, Leisure and Health, 1917-1945 (20 credits) <a href="#">6110HIST</a> Victorian Cities (20 credits) <a href="#">6114HIST</a> Interpreting conflict in post-colonial Africa (20 credits) <a href="#">6115HIST</a> Queer Britain (20 credits) <a href="#">6120HIST</a> When the Sun Set in the East: End of Empire in Southeast Asia (20 credits) <a href="#">6125HIST</a> Celebration & Commemoration in Irish History (20 credits) <a href="#">6126HIST</a> The Hatred that Never Dies: the long history of contemporary global antisemitism (20 credits) <a href="#">6128HIST</a> Nazi Germany: Dictatorship and Genocide (20 credits)	40 core credits at level 6 80 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">5101HIST</a> Debates in History (20 credits) <a href="#">5102HIST</a> Research Paper (20 credits)	<a href="#">5105HIST</a> The Soviet Experiment, 1917-1991 (20 credits) <a href="#">5106HIST</a> Colonial Africa, 1880-1994 (20 credits) <a href="#">5109HIST</a> Ireland, 1690-1920 (20 credits)	40 core credits at level 5 80 option credits at level 5

	<a href="#">5114HIST</a> Supernatural Britain (20 credits) <a href="#">5121HIST</a> A History of Modern Latin America (20 credits) <a href="#">5122HIST</a> An International History of the Cold War Era (20 credits) <a href="#">5125HIST</a> Age of Terror 1850-1914 (20 credits) <a href="#">5126HIST</a> Gender, Race and Slavery in the United States (20 credits) <a href="#">5127HIST</a> Tanzimat to Tahrir: the history of the modern Middle East (20 credits) <a href="#">5128HIST</a> International Fieldwork: Modern Germany (20 credits) <a href="#">5129HIST</a> Teaching History (20 credits)	
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">4100HIST</a> Making History (20 credits) <a href="#">4101HIST</a> Exploring History (20 credits) <a href="#">4102HIST</a> The Faces of Britain (20 credits) <a href="#">4103HIST</a> Lion Rampant, Lion Tamed: The Rise and fall of the British Empire (20 credits) <a href="#">4104HIST</a> Modern European History: Myth, Memory and the Uses of the Past (20 credits) <a href="#">4105HIST</a> The American Age: People, Politics and Power (20 credits)		120 core credits at level 4 0 option credits at level 4

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

All LJMU undergraduate programs are required to incorporate into a L4 module an assessment item of the submission of a personal Self Awareness Statement; this is administered through the 'Exploring History' module. Students have the opportunity to choose from work-based/related/transferrable skills modules at L5 and L6, while the programme's PDP system provides opportunities for students to reflect on and document their achievements inside and outside of university and think about future employability paths.

## Criteria for admission

### A/AS Level

112 UCAS points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

### BTEC National Diploma

Acceptable on its own and combined with other qualifications. DMM in a relevant subject area is required if no other level 3 qualifications are taken.

### Irish Leaving Certificate

112 UCAS points from a minimum of 5 subjects. A maximum of 20 UCAS Tariff points at Ordinary Level.

### Scottish Higher

112 UCAS points

## **International Baccalaureate**

26 IB points.

### **Access**

At least 15 Distinctions and 30 Merits, or any other combination that equates to 112 UCAS Tariff points in a relevant subject

### **Other**

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English

Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

### **Mature entry**

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

### **Overseas qualifications**

International applications will be considered in line with UK qualifications.

Any applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component) or acceptable equivalent.

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

## **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

## **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

## **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

## ***Please note:***

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*