

## Overview

<b>Programme Code</b>	36411
<b>Programme Title</b>	History and English Literature
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	
<b>Link Tutor(s)</b>	Thomas Beaumont

<b>Partner Name</b>	<b>Partnership Type</b>
Southern Regional College	Franchised

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Certificate of Higher Education - CHE	Make the transition from A Level, Access or other previous study to degree level. Develop 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. Demonstrate knowledge of a variety of genres, literary periods, texts and contexts. Demonstrate enhanced competence in writing structured and coherent arguments. Have acquired competence in referencing and bibliographical techniques. Evidence acquired habits of professionalism, time-management, self-awareness and personal responsibility.
Alternative Exit	Diploma of Higher Education - DHE	Exhibit more independent in their approach to study. Identify different interpretations pertaining to their area of study and make informed judgements about them. Apply and demonstrate an understanding of theoretical concepts, critical terms, and knowledge for particular historical periods, cultural epochs and source materials. Identify, correlate and critically examine a range of documents pertinent to an area of study. Write extensive pieces of work of a discursive and critical nature. Work constructively towards set goals as part of a team.
Alternative Exit	Bachelor of Arts - BA	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.

Alternate Award Names	
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## External Benchmarks

Subject Benchmark Statement	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	September	Southern Regional College	54 Months

## Aims and Outcomes

### Educational Aims of the Programme

The premise of the History and English degree is to encourage students to explore how the moment is captured and articulated in the present and also in terms of the past. Given the complementary nature of these two distinct subject areas students come to benefit from the development of critical thinking, close reading of source material and sustained arguments as a means to enhance their overall performance. Through the investigation of historical and contemporary issues students develop clarity of thought, problem-solving ability and facility in communication, whilst widening their experience and developing qualities of perception and judgment. The distinctive features of the programme are: Its core emphasis on reflexivity, the development of ability to reflect critically on the nature of History and English. This complemented by a concentration on the analysis of a variety of texts and genres across both subject areas. A concentration on the modern and contemporary epochs in the programme provides a foundation for understanding issues in present society. The close relationship between teaching and subject enhancement activities. The fruits of both staff and student research, conference and festival hosting and, subject societies are used actively to further learning and students can have direct experience of work taking place at the frontiers of knowledge. Its commitment to internationalisation, both in terms of the broad geographical range of modules but also opportunity to avail of the extensive international activities through Erasmus+. 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 and English. The field of study is guided by the QAA Benchmark Statements for both History and English. To provide students with a sound body of knowledge in History and English as well as giving them access to a diverse range of source material, cultural forms and genres from the sixteenth century to the present. To provide an intellectually challenging programme that develops critical insight into the nature and problems of study in the humanities and the problematics of reading and issues of language, representation and meaning through attention to the dynamics and histories of textual production, reception and interpretation. To offer the opportunity for students to develop 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.

### Learning Outcomes

Code	Description
PLO1	Indicate knowledge of the nature and methods of the disciplines of History and English and the centrality of 'reflexive' knowledge in their studies.
PLO2	Show critical use of appropriate theories, models and methods derived from both disciplines of History and English.
PLO3	Marshal evidence for an argument in written and verbal forms.
PLO4	Demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems.
PLO5	Effectively communicate information in written and oral forms and construct reasoned argument.
PLO6	Work both independently and as part of a team.

Code	Description
PLO7	Approach tasks creatively and in a disciplined manner.
PLO8	Use self-discipline in working methods and critical self-assessment of strengths and weaknesses.
PLO9	Initiate projects of their own.
PLO10	Respond creatively and imaginatively to research tasks.
PLO11	Work with others in a constructive and creative manner.
PLO12	Show understanding of the implication of literary and historical sources in past and contemporary processes.
PLO13	Form independent judgements.
PLO14	Produce timely work within specified guidelines.
PLO15	Critically analyse evidence using appropriate methodological methods.
PLO16	Present material with fluency, clarity and reasoned argument.
PLO17	Appreciate the dynamic means in which History and English can be showcased.
PLO18	Demonstrate a wide geographical range of knowledge.
PLO19	Demonstrate a broad frame of reference from 1500 to the present day.
PLO20	Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study.
PLO21	Critically understand the nature of History and English as a discipline ('reflexive' understanding).
PLO22	Engage with a series of themes and issues essential to the understanding of society, culture, and the forms of representation that prevail in them.
PLO23	Evaluate the forces both for continuity and for change and the tensions between them.
PLO24	Conduct research and make discriminating use of diverse informational materials.

# Programme Structure

## Programme Structure Description

The programme is taught and assessed within the academic framework. Students must take 120 credits of modules at each level of the programme (Levels, 4, 5 and 6). Modules are all of 20 credits, apart from the 40 credit Dissertation module (6500SRCHEL) (L6). Study trips are offered to all students via some modules. Students will be allocated a personal tutor for each level of study within the programme. The programme follows a three-stage progression through L4, L5 and L6. Via modules at L4 students will be introduced to a variety of geographical settings, methodological issues and source materials 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 students' appreciation of the subject areas of History and English, while acknowledging their diverse fields, by offering a broad range of modules that focus on developing a comparative perspective and individual subject knowledge in these two subject areas. Level 6 is the culmination of the History and English 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. Students at Level 6 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 Dissertation. Students can undertake their own research project in either History or English or by developing a multi-disciplinary research project that draws on their both subject areas.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4506SRCHEL Making History Approved 2022.01 - 20 credit points	
[MODULE] 4507SRCHEL Exploring History Approved 2022.02 - 20 credit points	
[MODULE] 4508SRCHEL Literary & Cultural Theory Approved 2022.01 - 20 credit points	
[MODULE] 4509SRCHEL The American Age: People Politics and Power Approved 2022.01 - 20 credit points	
[MODULE] 4510SRCHEL Critical Keywords for English Approved 2022.01 - 20 credit points	
[MODULE] 4511SRCHEL Liverpool Legacies Approved 2022.01 - 20 credit points	
Level 5 - No credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5501SRCHEL Debates in History Approved 2022.01 - 20 credit points	
[MODULE] 5502SRCHEL Postcolonial Writing: International Perspectives on Literature Approved 2022.01 - 20 credit points	
[MODULE] 5503SRCHEL Age of Terror 1850-1914 Approved 2022.01 - 20 credit points	
[MODULE] 5504SRCHEL The Victorians: Realism and Sensation Approved 2022.01 - 20 credit points	
[MODULE] 5505SRCHEL The Soviet Experiment, 1917-1991 Approved 2022.01 - 20 credit points	
[MODULE] 5506SRCHEL Modernism and Modernity Approved 2022.01 - 20 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6500SRCHEL Dissertation in History and English Approved 2022.01 - 40 credit points	
[MODULE] 6501SRCHEL When the Sun Set in the East: End of Empire in Southeast Asia Approved 2022.01 - 20 credit points	
[MODULE] 6502SRCHEL Vamps and Villains: Exploring Gothic Fiction Approved 2022.01 - 20 credit points	

[MODULE] 6503SRCHEL Celebration and Commemoration in Irish History Approved 2022.01 - 20 credit points
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[MODULE] 6504SRCHEL Post-Millennial British Fiction Approved 2022.01 - 20 credit points
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Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Teaching, Learning and Assessment

Surveys of periods and issues in history and literature, and frameworks for interpreting them, are made in lectures and other tutor-led teaching including seminars, workshops and field trips. Learning is consolidated, exemplified and used in the more student-centred contexts of workshops, source focussed classes and seminars. The assessment of knowledge is particularly sought through essays, examinations and project portfolios. The testing of understanding is focused on essays and examinations but is also achieved through alternative assessment practices including class presentations and discussions, posters and digital outputs. Lectures and 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 and developing these skills which are achieved through practice and structured discussions of sources and arguments. Small group settings are also 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) developing their own ideas and understanding of literary and historical subjects. All assessment utilised 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 the acceptance of more responsibility for independent learning, while the various assessment tasks, together with workshop activities, are the prime place for learning these skills through daily subject specific 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, allowing students to apply their knowledge and aptitude in a variety of employability settings.

## Opportunities for work related learning

The programme's e-ILP, an individual learning plan system, provides opportunities for students to reflect on and document their achievements inside and outside of university and think about future employability paths. The associated enhanced activities such as conferences and festivals also offer students the opportunity to manage and facilitate these events and gain further skills and knowledge in related career paths.

## Entry Requirements

Type	Description
Alternative qualifications considered	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
BTECs	64 UCAS points or 48 UCAS points accepted in combination with a minimum A2 Level Grade D in English Literature or English Language
International Baccalaureate	24 IB points, to include Studies in language and literature at higher level (HL)
A levels	64 UCAS points from a minimum of 2 A2 Levels. Maximum of 16 AS points accepted.
Other international requirements	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.

## Extra Entry Requirements