

## 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, Part-Time: 5 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  Bachelor of Arts 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. It is designed to respond to current debates about the role of history in society. The study of history is also seen as having great value in its own right as an education and skills training. Investigating historical issues helps develop clarity of thought, problem-solving ability and facility in communication. These are 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.

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.

Encourage students to fully engage with the World of Work programme, including the World of Work Skills Certificate and, as a first step towards this, to complete Bronze (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:*

Identify key historical concepts in a range of areas of study, including aspects of British history and the history of the wider world.

Recognise certain basic techniques for interrogating the past.

Interrogate historical documents in a critical way.

Write extensive pieces of work up to essay length (c1500-2000 words)

Give a brief oral presentation in class

Organise work and time to meet deadlines.

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

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

Identify different interpretations of the past and make informed judgements about them.

Apply certain techniques for interrogating the past.

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. The nature and methods of the history discipline ('reflexive' knowledge).
2. Some of the main aspects of British history from 1700 to the present day.
3. Some of the main aspects of the history of Europe and the wider world from 1700 to the present day.
4. Critically understanding the nature of history as a discipline ('reflexive' understanding).
5. Demonstrate awareness of the varieties of approach to reconstructing of the past.
6. Analysing the complexity and diversity of situations, events and mentalities in the past and the surviving evidence about them.
7. Evaluating the forces both for continuity and for change over time and the tension between them.
8. Locating and gathering evidence from relevant historical sources.
9. Analysing historical sources critically and considering them within their historical contexts.
10. Using IT in historical analysis.
11. The critical use of appropriate theories, models and methods derived from history and related disciplines.
12. Marshalling evidence for an historical argument.
13. Presenting an historical argument with clarity and coherence using appropriate methods of communication.
14. Demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems.
15. Effectively communicate information, arguments and analysis in a variety of forms.
16. The use of self-discipline in working methods and critical self-assessment of strengths and weaknesses together with the development of appropriate measures for improvement of performance.
17. The acceptance of responsibility for independent learning, the self-direction of work and achievement of outcomes.
18. The exercise of reasoned independence of mind.
19. The use of imagination, insight and empathy in analysis of problem situations.
20. Working with others and reacting creatively to the views of others.
21. The use of ICT for the acquisition of information and communication.
22. The acquisition of evidence effectively and efficiently.

23. The critical analysis of evidence using appropriate quantitative and qualitative methods.
24. The presentation of material with fluency, clarity and coherence of oral expression.
25. The presentation of material with fluency, clarity and coherence of written expression.

## 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.

Placement learning experience will be delivered and reviewed and/or assessed. Assessment methods comply with the University's guidelines on assessment methods or Erasmus Learning or Training Agreement. QAA Chapters B3 (Learning and Teaching) and B10 (Managing Higher Education Provision with Others) of the UK Quality Code for Higher Education: Indicator 8 'Degree-awarding bodies take responsibility for ensuring that they retain proper control of Placement Learning Code of Practice. World of Work Careers Centre DP 1.8.14 amended 22.9.14. Page 6 'the academic standards of awards where learning opportunities are delivered with others'. Indicators 18 'Degree awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity which leads to their awards. Information is produced for prospective and current students, which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support'.

Skills B1 - B4: 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. Small group tutorials are used particularly to set appropriate individual goals in relation to essay and examination preparation.

Skills B5 - B10 are particularly developed through workshops either in workshop based modules or in workshop sessions that form an integral part of multi-method modules. Opportunities for the development of these skills are particularly concentrated in the reflexive core modules and the capability modules at levels 4 & 5 and in the independent study work and dissertation at level 6.

Skills B1 - B4: examinations allow the testing of prior cognitive development. Essays, projects and independent studies and class presentations perform an essential role in the formative and summative assessment of achievements in these areas.

Skills B5 - B10 are assessed particularly by document analyses, projects, independent studies together with assessed coursework essays, examinations and individual or group presentations.

Lectures, workshops, classroom activities, group and individual work.

Exams, Coursework.

Skills D1 - D4: 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. Group and individual discussions are used particularly to set appropriate goals in relation to essay and examination preparation.

Skills D5 - D10 are particularly developed through workshops either in workshop-based modules or in workshop sessions that form an integral part of multi-method modules.

Skills D1 - D4: examinations allow students to demonstrate their abilities in these areas under time-constrained circumstances. Essays, projects and independent studies and class presentations perform an essential role in the formative and summative assessment of prior achievement in these areas.

Skills D5 - D10 are assessed primarily through subject-based work involving document analysis, project work, independent study together with assessed coursework essays, examinations and individual or group presentations.

## Programme structure - programme rules and modules

The reflexive and time-based emphases of the programme are given focus in its overarching theme of change and continuity over periods of historical time. The overarching theme is made more specific by the central concept of structure and agency, the broad forces and outcomes that demonstrate the tension between change and continuity. The overarching theme and central concept are examined through four themes, one or more of which is specifically addressed in each survey and specialist module in the programme. These themes are:

Nation, state and power.  
 Culture, locale and identity.  
 Economy and society.  
 Globalism.

The programme follows a three-stage progression through

Introductory studies -Level 4

Surveys of history -Level 5

Specialist studies -Level 6

The programme is offered on both a full-time (3 years) and a part-time day (5 years) basis. Entry to the programme is normally at level four. The programme is organised in three levels (each corresponding to one years full-time attendance). 120 credits are required for the completion of each level and 360 credits for the completion of the full Honours programme.

The programme is taught within the Academic Framework. Modules are of two types: core and options.

Modules can be of 12, 24 or 36 credits as specified, though within university defined limits (ie a student may only study a maximum of one 12 credit module at each level). All modules at level 4 are core and must be taken. At level 5 students MUST take one of either 5009HIST:History at Work or 5003BUSCO: Graduate Enterprise but not both.

12 credit modules are only available at level 6 of the programme, essentially to counterbalance the 36 credit dissertation option. The modules concerned are 6013HIST: British Newspaper History and 6025HIST Commemoration in Irish History. These are available only to students who will be taking the 36 credit dissertation, and a student would take only one of these. A range of choices is offered in response to student opinion in favour of a choice being available which was strongly expressed through the programme review process. These modules may not all run every year.

Students successfully completing the single honours programme will achieve all the programme outcomes.

Students will be allocated a personal tutor who will teach them at Level 4 and will remain their Personal Tutor throughout their time at LJMU. Personal Tutors will invite tutees to meet with them at least once per term to discuss academic progress, personal development planning and other issues raised by the tutee. Personal Tutors and other academic staff will be available outside of these meetings by appointment,during their Office Hours, or by phone or e-mail.

Personal Development Planning (PDP) is integral to the programme and will be considered in personal tutorials.

International Fieldwork is offered in 6024HIST. The School of Humanities and Social Science also offers students the opportunity to study abroad either for a term or a year under the ERASMUS Exchange scheme. Students are encouraged to consider spending some time studying abroad through one of these methods.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
	6002SS Professional Studies: Work based learning (24 credits) 6006HIST DISSERTATION IN HISTORY (36 credits) 6009HIST END OF EMPIRE: HISTORIOGRAPHICAL AND SOUTHEAST ASIAN PERSPECTIVES (24 credits) 6012HIST THE RISE AND DOWNFALL OF NAZI GERMANY (24 credits) 6013HIST BRITISH NEWSPAPER HISTORY 1855-1986: 'WHOLESALE AND HARMLESS ENTERTAINMENT'? (12 credits) 6015HIST The US & Vietnam: Legacies & Impact on US Politics, History & Culture (24 credits) 6016HIST INDEPENDENT STUDY IN HISTORY (V.3) (24 credits) 6019HIST Israel /Palestine in Context (24 credits) 6022HIST Queer Britain (24 credits) 6023HIST Victorian Cities (24	0 core credits at level 6 120 option credits at level 6

	credits) 6024HIST International Fieldwork in History (24 credits) 6025HIST Celebration and Commemoration in Irish History (12 credits) 6027HIST US Foreign Policy: A History of Democracy Promotion (24 credits) 6028HIST Interpreting conflict in post-colonial Africa (24 credits) 6029HIST Living with Defeat: France and the Second World War, History and Legacies (24 credits) 6030HIST The Soviet Experience, 1917 - 1991 (24 credits) 6031HIST Laws of War (24 credits)	
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Level 5	Potential Awards on completion	
Core	Option	Award Requirements
	5003BUSCO GRADUATE ENTERPRISE (24 credits) 5006HIST LION RAMPANT, LION TAMED: THE RISE & FALL OF THE BRITISH EMPIRE, 1750 TO THE PRESENT DAY (24 credits) 5008HIST The American Presidency (24 credits) 5009HIST History at Work (24 credits) 5010HIST From the Tanzimat to the Taliban: Modern History of the Middle East (24 credits) 5011HIST Gendering the Past (24 credits) 5012HIST Ireland, 1690 -1922 (24 credits) 5014HIST The Making of Modern Britons: Identity and Community 1901 to 1964 (24 credits) 5016HIST The Making of Modern Africa: Colonial and Post Colonial Histories, 1880 to the present (24 credits) 5017HIST War and Peace in the Modern Era (24 credits)	0 core credits at level 5 120 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4000HIST HISTORIANS IN ACTION (24 credits) 4005HIST 19th century America, 1783-1917 (24 credits) 4006HIST Making History (24 credits) 4007HIST Revolutions (24 credits) 4008HIST Thirteen Days: the Cuba Missile Crisis in Retrospect (24 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)

Level 4 core 4000HIST (also incorporates Personal Development Planning)

Level 5 5009HIST or 5003BUSCO

There are also opportunities to take work related learning based on campus:

6002SS Professional Studies

## Criteria for admission

### A/AS Level

280 UCAS Tariff points from at least 2 A2s, preferably including a Humanities and Social Science subject.

### BTEC National Diploma

280 UCAS Tariff points

### Irish Leaving Certificate

280 UCAS Tariff points including at least 5 Highers preferably including a Humanities and Social Science subject.

### Scottish Higher

280 UCAS Tariff points

### International Baccalaureate

29 points

### Access

Pass Access to HE Diploma in a relevant subject . Of the level 3 units at least half must be at merit grade

### Other

Five GCSEs (Grade C or above) required, including English and Mathematics. Equivalent qualifications may be accepted

### Mature entry

Applications are welcomed from those who are returning to education. These students should demonstrate potential and motivation and/or have relevant experience and may be required to submit an essay and/or attend an interview.

### Overseas qualifications

Qualifications will be considered in line with normal entry requirements.

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

## 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.*