

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours (Fnd) in History and English Literature

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	V101
<b>JACS Code</b>	Q300, V100
<b>Programme Duration</b>	
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	History (2014) and English (2015)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours (Fnd) in History and English Literature  Diploma of Higher Education (Fnd) in History and English Literature  Certificate of Higher Education (Fnd) in History and English Literature
<b>Programme Leader</b>	David Clampin

## Educational aims of the programme

The premise of the History and English Literature 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 Literature. 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 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 knowledge.

Its commitment to internationalisation, 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 and English Literature. 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 Literature 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.

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

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

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/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

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

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.

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

*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 disciplines of History and English Literature and the centrality of 'reflexive' knowledge in their studies.
2. Show understanding of the implication of literary and historical sources in past and contemporary processes.
3. Demonstrate a wide geographical range of knowledge.
4. Demonstrate a broad frame of reference from 1500 to the present day.
5. Show knowledge of appropriate concepts, methodologies and terminology which provide a critical and theoretical framework for study.
6. Critically understand the nature of History and English as a discipline ('reflexive' understanding).
7. Engage with a series of themes and issues essential to the understanding of society, culture, and the forms of representation that prevail in them.
8. Evaluate the forces both for continuity and for change and the tensions between them.
9. Conduct research and make discriminating use of diverse informational materials.
10. Show critical use of appropriate theories, models and methods derived from both disciplines of History and English.
11. Marshal evidence for an argument in written and verbal forms.
12. Demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems.
13. Effectively communicate information in written and oral forms 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 self-discipline in working methods and critical self-assessment of strengths and weaknesses.
17. Initiate projects of their own.
18. Respond creatively and imaginatively to research tasks.
19. Work with others in a constructive and creative manner.
20. Form independent judgements.
21. Produce timely work within specified guidelines.
22. Critically analyse evidence using appropriate methodological methods.
23. Present material with fluency, clarity and reasoned argument.
24. Appreciate the dynamic means in which History and English Literature can be showcased.

## Teaching, Learning and Assessment

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

The programme follows a four-stage progression through L3, L4, L5 and L6. Via core 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 module options 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. At Level 6, students have the opportunity to gain a high degree of specialisation in their chosen topics by choosing research led modules with staff who are actively publishing in these two subject 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 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.

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 and Canvas technology) 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 organisational 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.

## Programme structure - programme rules and modules

The programme is taught and assessed within the academic framework. Students must take 120 credits of modules at each level of the programme (Levels 3, 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 in Level 3, 4, 5 and 6 are all of 20 credits, apart from the 60 credit study abroad module (L5). At L5 and L6, students must take at least 40 credits in both History and English Literature.

All modules are core at L4, at L5 the module 'Debates in History' is core, while at L6 students must select the History and English Dissertation Module (6100HISENG).

Students may only select one of the work-based/work-related learning options: 5104ENGL, 5117ENGL, 5119ENGL. These modules run year-long. A selection of the validated option modules will run each year. Available options will be communicated to students via module choice meetings. The English Independent Study modules (5120ENGL and 6108ENGL) are designed to allow students to pursue established projects or intellectual interests and are reserved for exceptional circumstances. They may be taken only with the agreement of the Subject Leaders.

Study trips are offered to all students via core and option modules.

The programme will offer the opportunity for 60 credits of study abroad at L5. Students will be enrolled on a 480 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5101HISENG) 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 600 credit honour with study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module, 5100HISENG. 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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6100HISENG Dissertation in History and English (20 credits)	6101ENGL Art & Writing (20 credits) 6101HIST Living with Defeat: France and the Second World War, History and Legacies (20 credits) 6102ENGL Contemporary Poetry (20 credits) 6103ENGL Feminist Fictions: Contemporary Women's Writing & the Politics of Feminism (20 credits) 6103HIST Brummies, Geordies, Scousers and others (20 credits) 6104ENGL Genres of Travel (20 credits) 6105ENGL Forgetting and Remembering: Slaves, Soldiers, Strikers (20 credits) 6106ENGL 1660s - 1680s: Cultural Intersections in Restoration England (20 credits) 6106HIST We would not know there was a war on. Life on the British Home Front During the Second World War. (20 credits) 6107ENGL Locating Madness (20 credits) 6107HIST Laws of War (20 credits) 6108ENGL English Independent	20 core credits at level 6 100 option credits at level 6

	<p>Study (20 credits)</p> <p>6108HIST Soviet Body Politics: Sport, Leisure and Health, 1917-1945 (20 credits)</p> <p>6109ENGL Our House: Representing Domestic Space (20 credits)</p> <p>6110ENGL Post-Millennial British Fiction (20 credits)</p> <p>6110HIST Victorian Cities (20 credits)</p> <p>6111ENGL Race in America (20 credits)</p> <p>6111HIST Life Inside Nazi Germany, 1933-1945 (20 credits)</p> <p>6112ENGL Representing Masculinities (20 credits)</p> <p>6113ENGL Shakespeare (20 credits)</p> <p>6114ENGL Tales of the Market: Capitalism and Critique (20 credits)</p> <p>6114HIST Interpreting conflict in post-colonial Africa (20 credits)</p> <p>6115ENGL Terrorism and Modern Literature (20 credits)</p> <p>6115HIST Queer Britain (20 credits)</p> <p>6116ENGL Vamps and Villains: Exploring Gothic Fiction (20 credits)</p> <p>6117ENGL World Literature: Writing from the Periphery (20 credits)</p> <p>6118ENGL Writing Lives: Collaborative Research Project on Working-Class Autobiography (20 credits)</p> <p>6119ENGL Writing the Real: Contemporary Non-Fiction (20 credits)</p> <p>6120ENGL Late Modernism (20 credits)</p> <p>6120HIST When the Sun Set in the East: End of Empire in Southeast Asia (20 credits)</p> <p>6121ENGL Neo-Victorianism: The Victorians in Contemporary Literature &amp; Culture (20 credits)</p> <p>6122ENGL Transitions: Identities in the Interwar Years (20 credits)</p> <p>6123ENGL The Last Victorians: Literature of the 1890s (20 credits)</p> <p>6124ENGL Violence in Nineteenth-Century Literature (20 credits)</p> <p>6125HIST Celebration &amp; Commemoration in Irish History (20 credits)</p> <p>6126HIST The Hatred that Never Dies: the long history of contemporary global antisemitism (20 credits)</p> <p>6127HIST Human Rights: The Social and Cultural History of an Idea (20 credits)</p>	
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5101HIST Debates in History (20 credits)	<p>5100ENGL Adolescence and Writing (20 credits)</p> <p>5101ENGL The Author (20 credits)</p> <p>5102ENGL Body, Mind &amp; Soul: seventeenth-century literature and culture (20 credits)</p>	<p>20 core credits at level 5</p> <p>100 option credits at level 5</p>

	<p>5103ENGL Cultures of Childhood (20 credits)</p> <p>5104ENGL International Experience (20 credits)</p> <p>5105ENGL International Perspectives on Literature (20 credits)</p> <p>5105HIST The Soviet Experiment, 1917-1991 (20 credits)</p> <p>5106ENGL Further Perspectives on Theory (20 credits)</p> <p>5106HIST Colonial Africa, 1880-1994 (20 credits)</p> <p>5107ENGL Modernism and Modernity (20 credits)</p> <p>5108ENGL Poetry Matters (20 credits)</p> <p>5109ENGL Postcolonial Writing: Power, Art and Protest (20 credits)</p> <p>5110ENGL Relating Gender: Fiction from the Nineteenth Century to the Present (20 credits)</p> <p>5111ENGL Romanticism: Revolution, Reaction &amp; Representation (20 credits)</p> <p>5112ENGL Short Cuts: Writing in Brief (20 credits)</p> <p>5113ENGL Stage Worlds: Early Modern Drama and Culture (20 credits)</p> <p>5114ENGL The Victorians: Realism and Sensation (20 credits)</p> <p>5114HIST Supernatural Britain (20 credits)</p> <p>5115ENGL The Literature of Extinction: American Writing and the Environment (20 credits)</p> <p>5116ENGL Prison Voices: Narratives of Crime and Punishment in the 19th Century (20 credits)</p> <p>5117ENGL Working in the USA (20 credits)</p> <p>5118ENGL Imagined Maps: Space, Place, Land and Time in Irish and Scottish Cultural Imaginations (20 credits)</p> <p>5119ENGL English Work Experience (20 credits)</p> <p>5120ENGL English Independent Study (20 credits)</p> <p>5121HIST A History of Modern Latin America (20 credits)</p> <p>5122HIST An International History of the Cold War Era (20 credits)</p> <p>5124ENGL Migrants to the Screen (20 credits)</p> <p>5125ENGL Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing (20 credits)</p> <p>5125HIST Age of Terror 1850-1914 (20 credits)</p> <p>5126HIST Gender, Race and Slavery in the United States (20 credits)</p> <p>5127HIST Tanzimat to Tahrir: the history of the modern Middle East (20 credits)</p> <p>5128HIST International Fieldwork: Modern Germany (20 credits)</p> <p>5129HIST Teaching History (20 credits)</p>	
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Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100ENGL Reading English (20 credits) 4100HISENG Practices of History (20 credits) 4101HISENG Literature in Context for History & English: Britain in the 1950s (20 credits) 4103ENGL Literary & Cultural Theory (20 credits) 4104HIST Modern European History: Myth, Memory and the Uses of the Past (20 credits) 4105HIST The American Age: People, Politics and Power (20 credits)		120 core credits at level 4 0 option credits at level 4

Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3105FNDHSS War: Conflict in the Arts and Humanities (20 credits) 3106FNDHSS Peace: The Pursuit of Harmony in the Arts and Humanities (20 credits) 3110FNDENG Critical Reading and Adaptation (20 credits) 3111FNDHIS The Spirit of 1914 (20 credits)		120 core credits at level 3 0 option credits at level 3

## 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 Practices of 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

72 UCAS points from a minimum of 2 A Levels (maximum of 20 AS points accepted). An English subject is preferred, e.g. English Language, English Literature, English Language/Literature or Creative Writing. Subjects such as Drama, Theatre Studies, Film Studies, Religious Education, History and Media Studies will also be considered.

### BTEC National Diploma

Performing Arts, Production Arts or Creative Media Production are preferred from applicants studying BTEC qualifications.

### Irish Leaving Certificate

72 UCAS points to include a relevant subject at Higher Level.

### Scottish Higher

72 UCAS points to include a relevant subject at Higher Level.

### **International Baccalaureate**

72 UCAS points from IB Composite parts to include a relevant subject at Higher Level (HL).

### **Access**

At least 24 Merits and 21 Passes, or any other combination that equates to 72 UCAS 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 • Welsh GCSE in Maths • Welsh GCSE in Numeracy • 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.*