

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in History and English Literature

Awarding institution	Liverpool John Moores University
Teaching institution	Southern Regional College
JACS Code	
Programme Duration	Part-Time: 54 Months
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in History and English Literature Diploma of Higher Education in History and English Literature Certificate of Higher Education in History and English Literature
Link Tutor	Kathryn Walchester

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.

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

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

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

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 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 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 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.

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, 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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6500SRCHEL Dissertation in History and English (40 credits) 6501SRCHEL When the Sun Set in the East: End of Empire in Southeast Asia (20 credits) 6502SRCHEL Vamps and Villains: Exploring Gothic Fiction (20 credits) 6503SRCHEL Celebration & Commemoration in Irish History (20 credits) 6504SRCHEL Post-Millennial British Fiction (20 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501SRCHEL Debates in History (20 credits) 5502SRCHEL Postcolonial Writing: International Perspectives on Literature (20 credits) 5503SRCHEL Age of Terror 1850-1914 (20 credits) 5504SRCHEL The Victorians: Realism and Sensation (20 credits) 5505SRCHEL The Soviet Experiment, 1917-1991 (20 credits) 5506SRCHEL Modernism and Modernity (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500SRCHEL Reading English (20 credits) 4501SRCHEL Literature in Context for History & English: Britain in the 1950s (20 credits) 4502SRCHEL Practices of History (20 credits) 4503SRCHEL Literary & Cultural Theory (20 credits) 4504SRCHEL Modern European History: Myth, Memory and the Uses of the Past (20 credits) 4505SRCHEL 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 programmes 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. 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.

Criteria for admission

A/AS Level

64 UCAS points from a minimum of 2 A2 Levels. Maximum of 16 AS points accepted.

BTEC National Diploma

64 UCAS points or 48 UCAS points accepted in combination with a minimum A2 Level Grade D in English Literature or English Language

Irish Leaving Certificate

64 UCAS points and a maximum of 16 UCAS Tariff points at Ordinary Level

International Baccalaureate

24 IB points, to include Studies in language and literature at higher level (HL)

Access

64 UCAS Tariff points

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 a portfolio 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

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.