Programme Specification Postgraduate

Applicable to postgraduate programmes

Please click [here](https://example.com) for guidance on completing this specification template.

### Part A: Programme Summary Information

1. **Title of programme:** Ancient History

2. **Programme Code:** SAAH

3. **Entry Award(s):**
   - **MA**
     - Credit: 180 credits
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **MSc**
   - **PGDip**
   - **PGCert**
   - **PG Award**
   - **DPS**
   - **CPS**
   - **Other (please specify below):**

4. **Exit Awards:**
   - **PGDip**
     - Credit: 120
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **PGCert**
     - Credit: 60
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **PG Award**
     - Credit: 30
     - Level: 7
   - **CPS**

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must...
5. **Date of first intake:** September 2005

6. **Frequency of intake:** Annually, in September

7. **Duration and mode of study:**
   - Full-time, 1 year
   - Part-time, 2 years

8. **Applicable framework:** University Framework for Postgraduate Modular Provision

   **Framework exemption required:**
   - ☐ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

9. **Applicable Ordinance:** Ordinance 52(A) (general ordinance for modular Master’s degrees, postgraduate diplomas and postgraduate certificates)

   **New/revised Ordinance required:**
   - ☒ No (please go to section 10)

   **Date new/revised Ordinance approved by Council:** N/A

10. **Faculty:** Faculty of Humanities and Social Sciences

11. **Level 2 School/Institute:** School of Histories, Languages and Cultures

12. **Level 1 unit:** Department of Archaeology, Classics and Egyptology

13. **Campus:** Main Campus (plus optional study abroad)

14. **Other contributors from UoL:** N/A

15. **Teaching other than at UoL:** British School at Rome (CLAH899)
### Part B: Programme Aims & Objectives

#### 26. Aims of the Programme

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extend systematic knowledge of aspects of the ancient world</td>
</tr>
<tr>
<td>2</td>
<td>Stimulate an up-to-date and critical awareness of the extent and limitations of specialist knowledge</td>
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<tr>
<td>3</td>
<td>Enable students to deal independently and critically with significant and complex bodies of data (both primary and secondary) and the methodological issues arising therefrom, with the option of developing skills in ancient Greek or Latin language to enhance analysis.</td>
</tr>
<tr>
<td>No.</td>
<td>Learning outcomes – Master’s degree</td>
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<tr>
<td>-----</td>
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</tr>
<tr>
<td>1</td>
<td>Demonstrate broad and in-depth understanding of various aspects of the historical experience of antiquity</td>
</tr>
<tr>
<td>2</td>
<td>Develop detailed knowledge, within a coherent framework of specialisation and diversity, of a complementary range of subjects in ancient history, broadly conceived</td>
</tr>
<tr>
<td>3</td>
<td>Be equipped to identify and resolve historical problems, utilizing appropriate conceptual and theoretical approaches and evaluating existing perspectives</td>
</tr>
<tr>
<td>4</td>
<td>Possess a systematic understanding of the characteristics of, and problems presented by, different types of source-material, with due attention to issues such as date, genre, ideological bent, literary colour, archaeological context</td>
</tr>
<tr>
<td>5</td>
<td>Be conscious of specific research methodologies and be self-reflective in their application when formulating and testing hypotheses, analysing and evaluating information of varying quality, and making autonomous and reasoned synthesis of diverse and sometimes incomplete material</td>
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<tr>
<td>6</td>
<td>Display sensitivity to similarities and differences between ancient and contemporary culture</td>
</tr>
<tr>
<td>7</td>
<td>Be highly competent in the use of library and other information resources in the formulation, investigation and resolution of historical problems</td>
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<tr>
<td>8</td>
<td>Present the results of study lucidly and with due attention to the appropriate referencing and bibliographic conventions and the requirements of audience and occasion</td>
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<tr>
<td>9</td>
<td>Learn and work independently by planning, conducting and reporting on an extended programme of research and by responding constructively to feedback</td>
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<tr>
<td>No.</td>
<td>Learning outcomes – Postgraduate Diploma</td>
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<td>-----------------------------------------</td>
</tr>
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<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate understanding of various aspects of the historical experience of antiquity</td>
</tr>
<tr>
<td>2</td>
<td>Develop knowledge, within a coherent framework of specialisation and diversity, of a complementary range of subjects in ancient history, broadly conceived</td>
</tr>
<tr>
<td>3</td>
<td>Possess a good understanding of the characteristics of, and problems presented by, different types of source-material, with due attention to issues such as date, genre, ideological bent, literary colour, archaeological context</td>
</tr>
<tr>
<td>4</td>
<td>Be conscious of and apply specific research methodologies when formulating and testing hypotheses, analysing and evaluating information of varying quality, and making autonomous and reasoned synthesis of diverse and sometimes incomplete material.</td>
</tr>
<tr>
<td>5</td>
<td>Display some sensitivity to similarities and differences between ancient and contemporary culture</td>
</tr>
</tbody>
</table>
6. Be competent in the use of library and other information resources in the formulation, investigation and resolution of historical problems

7. Present the results of study lucidly and with due attention to the appropriate referencing and bibliographic conventions and the requirements of audience and occasion

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Award</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate understanding of aspects of the historical experience of antiquity</td>
</tr>
<tr>
<td>2</td>
<td>Develop knowledge of some complementary subjects in ancient history</td>
</tr>
<tr>
<td>3</td>
<td>Be equipped to resolve certain historical problems, utilizing appropriate conceptual and theoretical approaches and evaluating existing perspectives</td>
</tr>
<tr>
<td>4</td>
<td>Possess some understanding of the characteristics of, and problems presented by, some source-material, with due attention to issues such as date, genre, ideological bent, literary colour, archaeological context</td>
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</table>

<table>
<thead>
<tr>
<th>27a.</th>
<th>Mapping of subject-based learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome No.</td>
<td>Module(s) in which this will be delivered</td>
</tr>
<tr>
<td>1</td>
<td>All modules, except beginner’s language</td>
</tr>
<tr>
<td>2</td>
<td>All modules, except beginner’s language</td>
</tr>
<tr>
<td>3</td>
<td>ALGY634, ALGY646, ALGY676, ALGY689, ALGY698, ALGY735, ALGY737, CLAH754, CLAH761, CLAH794, CLAH797, CLAH802, CLAH823, CLAH833</td>
</tr>
</tbody>
</table>
4 All modules, except beginner's language coursework

5 All thematic modules, plus:
   ALGY601 coursework: critical review; essay
   ALGY735 coursework: portfolio
   CLAH802 coursework: essay

6 All modules coursework

7 All thematic modules coursework

8 All modules, and especially coursework
   ALGY601 coursework: blog, poster

9 ALGY600 dissertation

28. Skills and Other Attributes

The following skills (highlighted in the Classics Benchmark) are addressed by the programme:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data-collection</td>
</tr>
<tr>
<td>2</td>
<td>Written communication</td>
</tr>
<tr>
<td>3</td>
<td>Oral communication</td>
</tr>
<tr>
<td>4</td>
<td>ICT</td>
</tr>
<tr>
<td>5</td>
<td>Time-management</td>
</tr>
<tr>
<td>6</td>
<td>Critical reasoning and argumentation; organisation of disparate kinds of evidence</td>
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<tr>
<td>7</td>
<td>Planning and development of an independent research project</td>
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<tr>
<td>8</td>
<td>Enhanced understanding of other cultures</td>
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<tr>
<td>9</td>
<td>Demonstrate an ability to work and discuss with others; group work</td>
</tr>
<tr>
<td>10</td>
<td>Where appropriate, develop linguistic skills</td>
</tr>
</tbody>
</table>

28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALGY601, ALGY735, CLAH802</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CLAH802</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ALGY600</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td></td>
</tr>
</tbody>
</table>
1. All modules | learning/ research/ employability | summative assessment(s)
2. All modules | learning skills/ research/ employability | summative assessment(s)
3. ALGY601, CLAH802 | learning/ employability | oral presentations
4. All modules | learning/ research/ employability | summative assessment(s)
5. All modules | learning/ research/ employability | summative assessment(s)
6. All modules | learning/ research/ employability | summative assessment(s)
7. ALGY600 | learning/ research/ employability | summative assessment (dissertation)
8. All modules | learning/ research/ employability | summative assessment(s)
9. ALGY601, CLAH802, ALGY634, ALGY689 | learning/ research/ employability | assessed coursework including presentations
10. Language modules | learning/ research | examinations

29. Career opportunities:

The programme forms part of the process of academic training appropriate for those seeking a career in the HE sector. But it also forms a proper background for careers elsewhere in education or the heritage industry; and graduates will also have enhanced skills suitable to a wide range of employment.

Part C: Entrance Requirements

30. Academic Requirements:

Candidates will normally have a BA degree from a programme wholly or predominantly devoted to the study of ancient history and/or classical languages and literature. Those who have studied (classical) archaeology or a mixture of Greco-Roman and Ancient Near Eastern topics may also qualify. Prior study of or qualification in Greek and/or Latin is not a requirement. Graduates of UK universities will normally be expected to have achieved an Upper Second or First Class result. Graduates of non-UK universities will have to have achieved comparable results. All cases will
be judged individually on the basis of information provided on the standard university application form plus academic references. In some circumstances candidates may be interviewed, but in the case of foreign applicants this will often not be feasible and interviews are not therefore a standard part of the process.

English language requirements: students who are non-native speakers of English will be required to have achieved IELTS score 6.5, or TOEFL iBT 88 or above with minimum scores in components as follows: Listening and Writing 21, Reading – 22, Speaking 23. Students with minimum scores will be strongly advised to undertake further English study. It is possible to come and study at Liverpool on the University’s summer academic English programmes.

31. **Work experience:**

   N/A

32. **Other requirements:**

   N/A

### Part D: Programme Structure

33. **Programme Structure:**

   **FULL-TIME PATHWAY**

   **Semester 1**

   ALGY601 – Research Skills for ACE (30 credits) *(required)*

   30 credits of optional modules selected from the thematic and/or language lists

   **Thematic module options**

   CLAH761 – Lucan (15 credits)
   CLAH823 – Law, Life, Governments: Pliny the Younger (15 credits)
   ALGY689 – Regionalism in the Archaic Greek World (15 credits)
   ALGY698 – Roman Frontier Systems (15 credits)
   ALGY735 – Collectors & Collections (15 credits)
   ALGY737 – Artefacts and Analysis (15 credits)

   **Language module options**

   *Latin*

   CLAH641 – Latin IA (15 credits)
   CLAH643 – Latin IIA (15 credits)
   CLAH645 – Latin IIIA (15 credits)
   CLAH663 – Latin IVA (15 credits)
**Ancient Greek***

CLAH651 – Ancient Greek Language IA (15 credits)
CLAH653 – Ancient Greek Language IIA (15 credits)
CLAH655 – Ancient Greek Language IIIA (15 credits)
CLAH673 – Ancient Greek Language IVA (15 credits)

**Semester 2**

CLAH802 – Texts and Power in Classical Antiquity (30 credits) *(required)*

30 credits of optional modules selected from the thematic and/or language lists

*Thematic module options*

CLAH754 – Plutarch (15 credits)
CLAH794 – Virgil’s *Eclogues* (15 credits)
CLAH797 – Economy of the Roman Empire (15 credits)

CLAH833 – Imagining Athens (15 credits)
ALGY634 – Themes in the Archaeology of Roman Britain (15 credits)
ALGY646 – Researching Urban communities in the Ancient Near East, 5000-500 BC (15 credits)
ALGY676 – Issues in Egyptian Settlement Archaeology (15 credits)

*Language module options*

**Latin***

CLAH642 – Latin IB (15 credits)
CLAH644 – Latin IIB (15 credits)
CLAH646 – Latin IIIB (15 credits)
CLAH664 – Latin IVB (15 credits)

**Ancient Greek***

CLAH652 – Ancient Greek Language IB (15 credits)
CLAH654 – Ancient Greek Language IIB (15 credits)
CLAH656 – Ancient Greek IIIB (15 credits)
CLAH674 – Ancient Greek IVB (15 credits)

**Summer**

ALGY600 – Dissertation (60 credits) *(required)*

- *Registration onto language modules will be determined by ability level. Students should seek advice on language modules before registering.*
- Ancient History students will normally only study one ancient language.
- Students may take up to one 15-credit optional MA module from a related discipline and relevant to their studies, following consultation with the Subject Lead.

**PART-TIME PATHWAY**
YEAR 1

Semester 1

ALGY601 – Research Skills for ACE (30 credits) (required)

Semester 2

CLAH802 – Texts and Power in Classical Antiquity (30 credits) (required)

YEAR 2

Semester 1

30 credits of optional modules selected from the thematic and/or language lists

Thematic module options

CLAH761 – Lucan (15 credits)
CLAH823 – Law, Life, Governments: Pliny the Younger (15 credits)
ALGY689 – Regionalism in the Archaic Greek World (15 credits)
ALGY698 – Roman Frontier Systems (15 credits)
ALGY735 – Collectors & Collections (15 credits)
ALGY737 – Artefacts and Analysis (15 credits)

Language module options

Latin*

CLAH641 – Latin IA (15 credits)
CLAH643 – Latin IIA (15 credits)
CLAH645 – Latin IIIA (15 credits)
CLAH663 – Latin IVA (15 credits)

Ancient Greek*

CLAH651 – Ancient Greek Language IA (15 credits)
CLAH653 – Ancient Greek Language IIA (15 credits)
CLAH655 – Ancient Greek Language IIIA (15 credits)
CLAH673 – Ancient Greek Language IVA (15 credits)

Semester 2

30 credits of optional modules selected from the thematic and/or language lists

Thematic module options

CLAH754 – Plutarch (15 credits)
CLAH794 – Virgil's Eclogues (15 credits)
CLAH797 – Economy of the Roman Empire (15 credits)
CLAH833 – Imagining Athens (15 credits)
ALGY634 – Themes in the Archaeology of Roman Britain (15 credits)
ALGY646 – Researching Urban communities in the Ancient Near East, 5000-500 BC (15 credits)
ALGY676 – Issues in Egyptian Settlement Archaeology (15 credits)

Language module options

Latin*
CLAH642 – Latin IB (15 credits)
CLAH644 – Latin IIB (15 credits)
CLAH646 – Latin IIIB (15 credits)
CLAH664 – Latin IVB (15 credits)

Ancient Greek*
CLAH652 – Ancient Greek Language IB (15 credits)
CLAH654 – Ancient Greek Language IIB (15 credits)
CLAH656 – Ancient Greek IIIB (15 credits)
CLAH674 – Ancient Greek IVB (15 credits)

Summer

ALGY600 – Dissertation (60 credits) *(required)*

- Registration onto language modules will be determined by ability level. Students should seek advice on language modules before registering.
- Ancient History students will normally only study one ancient language.
- Students may take up to one 15-credit optional MA module from a related discipline and relevant to their studies, following consultation with the Subject Lead.

34. Industrial placement/work placement/year abroad:
N/A

35. Liaison between the Level 2 Schools/Institutes involved:
N/A

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

The programme is structured around 2 x 30-credit research skills modules, which provide a range of professional as well as subject-specific activities, methodologies, or problems. In Semester 1 (ALGY601) registered students are introduced to topics that are of general relevance to graduates seeking to develop learning and skills through study of the ancient world. Contact sessions enable topical discussion between a wide range of specialist staff members (from within and outside the Department), and students from several master’s programmes within the Department. Students complete a
range of assessments that reflect the combination of professional and subject-oriented themes (including critical reviews of literature; a poster; and a personal blog). They choose a single theme from which to write an extended essay.

In Semester 2 (CLAH802), sessions consist of 2-hour problem-based seminars, offering a spectrum of topics representing the specialist research interests of staff in Ancient History and Classics. Student essays focus on one selected theme, but are informed by a conscious awareness of and critical attention to other themes explored in the module.

Thematic module options enable students to broaden and develop their interests, whether towards specific historical periods (e.g. Roman Imperial history); key methodologies towards the classical past (ancient economies; Classical reception); or engagement with written texts and textual commentaries. Optional modules also enable students of Ancient History to explore other research strengths within the department, including archaeological science and Egyptology.

36a. Learning, Teaching and Assessment methods:

One to one tutorials with supervisor(s)
Lectures
Seminars
Independent study
Practicals

Assessment methods:
Coursework essays
Presentations/posters
Skills development exercises
Dissertation

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

The University marks scale, marking descriptors and qualification descriptors;
The framework for modular, postgraduate programmes;
Information about students’ progress, including guidance for students;
The procedure for assessment appeals;
Regulations for the conduct of exams;
The University’s policy on making adjustments to exam arrangements for disabled students.
The code of practice relating to external examining (see also below)
The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students; The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

These grading descriptors elaborate on the descriptors of the University Code of Practice on Assessment. They also relate to the Subject Benchmark Statements for Classics and Ancient History and for Archaeology, and are measured according to the methodologies relevant to each subject (archaeological, historical, or linguistic).

Application of the criteria: *The appropriate mark band is achieved if a piece of work shows a preponderance of the criteria outlined.* The more closely a piece of work reflects the full range of criteria, the higher up the mark scale in that band it should be placed. Presentational and bibliographical qualities, where appropriate, are factors used to moderate marks within the mark bands arrived at by reference to the grading descriptors.

Research preparation and training are structured into the aims, objectives and learning outcomes of all Masters programmes within the school. A core element of the assessment criteria is the marking of the level of understanding of the processes of identifying research agendas, based on the collection and presentation of evidence, the independent critical analysis of the current state of knowledge, and independent analysis of information. Mark levels indicate the extent to which levels of raw knowledge are integrated with a demonstration of the understanding of how to apply that knowledge to perform research-oriented tasks, to create a research agenda, display research understanding. The ranges of marks map onto a scale of demonstrated preparation for undertaking higher level independent research programmes.

Within the grade boundaries defined below, determination of the precise mark to be awarded will also be affected by questions of presentation, including e.g. appropriate use of word-processing and (if relevant) other IT functions, reader-friendly layout of text and notes, professional referencing of ancient sources and modern bibliography, good use of illustrations (where needed).

**Marks below 39 (Fail)**

*Unsatisfactory: demonstrates no preparation for undertaking research.* Candidates will be unable to demonstrate adequate knowledge and understanding of the subject area (whether primary data and scholarly literature) or to sustain arguments. Quantitative data collection (where relevant), presentation, and analysis are defective or non-existent.
Significant errors and omissions will be present. Work is likely to be unstructured, ill presented and poorly directed at the question or task set. In relevant cases there will be little or no sign of response to feedback. In the case of translations and linguistic work, Translations will be discontinuous, and fail to display a grasp either of the language or the meaning of the passage.

**Marks in the range 40-49 (Compensatable Fail)**

*Unsatisfactory: not prepared to undertake independent research*

Marks awarded in this range indicate that the candidate has failed to achieve the standards required for the Degree; at a modular level, this failure may be compensatable by better levels of achievement in other modules. Marks in this range are likely to characterise work that shows no ambition to move beyond the basic undergraduate work-patterns in the range of sources used, and application of critical analysis, and will be likely to contain such faults as error, omission, and irrelevance, inadequacy of analysis, unawareness of contexts.

Written examinations (language modules only)
Candidates will demonstrate a limited understanding of material selected for the assessment with little or no extension beyond teaching inputs, and not demonstrate independent linguistic competence. There will be a significant degree of inaccuracy in linguistic understanding of seen and unseen material.

In other than purely linguistic (translation; grammatical recognition) contexts, answers are liable to be muddled, ill structured, sometimes irrelevant, and marred by error and omission; where an opportunity for interpretative response arises, candidates will demonstrate little capacity for critical evaluation.

Projects and essays
The candidate will demonstrate a substantive knowledge of the subject, but the range of primary data used will be very limited; understanding of the topic and its treatment will be basic and unimaginative, and the impact of scholarly literature will be negligible. In relevant cases response to feedback will be poor.

Dissertations
The work will contain evidence of only limited reading and is unlikely to demonstrate any depth of knowledge. Arguments and discussion will be derivative and lacking in analytical or critical strength. A clear research agenda will be lacking, or very limited, and its execution will be unsystematic. The candidate will display a weak sense of what is relevant or important and a poor command of the conventions of scholarly presentation.

**Marks in the range 50-59**

*Satisfactory: shows a readiness at a basic level to undertake independent research work.* Work in this mark range will be characterised by substantial knowledge and reading (above undergraduate level), and good presentation, but shows limited independence in analysis.

Written examinations (language modules only)
Candidates will demonstrate an adequate understanding of material selected for the test but this is likely to be largely based on teaching inputs. There will be an adequate level of accuracy in linguistic understanding of seen and unseen material. In other than purely linguistic (translation; grammatical recognition) contexts, answers will be clear, relevant and logical, but there
may be faults in structure, development and information; where an opportunity for interpretative response arises, candidates will demonstrate only a rather basic level of critical evaluation.

Projects and essays
The candidate’s treatment of primary data, though basically sound, will be underdeveloped, and the impact of scholarly literature will only be modest. The range of data may be limited, or analysis may lack depth and sophistication, and is likely to lack independence. In relevant cases there will be evidence of adequate constructive response to feedback.

Dissertations
The work will display evidence of some reading, but the methodology and criticism are likely to be under-developed, and there will be little independence of understanding. It is likely that the research agenda is poorly formed, or that the data base is very limited, or that the discussion fails to demonstrate a clear relationship between evidence and argument, or that a strong narrative lacks matching analysis. The candidate will display an adequate command of the conventions of scholarly presentation.

Marks in the range 60-69 (Merit level)
Good: work in this mark range demonstrates that a candidate has achieved a satisfactory understanding of the processes and demands of research work in the subject area, and has shown a degree of aptitude or promise of ability to carry out independent research work.

Written examinations (language modules only)
Candidates must demonstrate a sound understanding of material selected for the test and provide evidence of general reading. There will be a good level of accuracy and linguistic awareness in the understanding of seen and unseen material. In other than purely linguistic (translation; grammatical recognition) contexts, answers will be clear, competently structured, generally relevant and logical, and well informed; where an opportunity for interpretative response arises, candidates must demonstrate a competent level of critical evaluation.

Projects and essays
The candidate will have achieved a substantial grasp of the material and will demonstrate significant elements of an independent understanding of problems under discussion. There will be evidence of efficient and competent use of primary data and scholarly literature. Projects will be well structured, to a coherent agenda, and show a clear understanding of the relationship between evidence and analysis. In relevant cases there will be evidence of good constructive response to feedback.

Dissertations
The dissertation will have a clear research agenda, and the work will be substantial in content, but there will be a degree of unevenness in its execution; either gaps in the evidence base, or the analysis. Arguments will be sound, of a reasonable depth, relevant and well presented in an appropriate context, but although the candidate will display some independence of control over the subject matter, flair or originality may to be limited, or the argument not fully carried through. The candidate will display a good command of the conventions of scholarly presentation.
**Marks in the range 70-100 (Distinction level)**

70-79 Distinction: the candidate has demonstrated that (s)he is prepared for independent research work in this area.

80-89 This mark range characterises work that demonstrates a control of the specific research agenda, an independence in its analysis, and a thoroughness in its presentation, that imply the candidate might be encouraged to work the topic up for publication.

90-100 This mark characterises work that the examiners consider of an independence and execution worthy of submission for publication.

Written examinations (language modules only)

Candidates will have demonstrated a comprehensive understanding of the whole range of material selected for the assessment; an understanding that is clearly based on extensive reading. There will be a high level of accuracy in linguistic understanding of seen and unseen material, and good awareness of appropriate translation styles. In other than purely linguistic (translation; grammatical recognition) contexts, answers will be clear, well structured, directly relevant and logical, and very well informed; where the opportunity arises, there will be a degree of flair or originality in interpretative response.

Projects and essays

Command of primary data and the relevant scholarly literature will be such as to enable the candidate to develop and express a thoroughly autonomous view of the material and problems under discussion. Projects will be well constructed, to a coherent agenda, and demonstrate strongly systematic presentation of data or development of argument. The work will contain evidence of good critical analysis and/or an original contribution based on independent critical analysis. In relevant cases there will be evidence of very good constructive response to feedback.

Dissertations

The dissertation will have a very clear research agenda, carried through systematically to a research result. It will show real substance and accuracy in the presentation of data, and/or survey of argument, theory and methodology. It will demonstrate that the candidate has read widely and achieved a thoroughly autonomous grasp on the subject. Conclusions will be well argued and justified. Unavoidable defects or incomplete conclusions will be recognised by the candidate and explained satisfactorily. The candidate will display complete command of the conventions of scholarly presentation. The very best work will demonstrate a clear understanding of the current limits of knowledge, and ways to address and expand those limits.

### 38. Student representation and feedback:

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: [http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc)).

The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making
committees in the School and participation in these settings are welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

N/A

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme’s design, structure and content are consistent and comply with the University’s Diversity and Equal Opportunities Policy (http://www.liv.ac.uk/diversity-and-equality/policies/).

Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.

The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.
<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes for PG Award (added); Updates to skills mapping; Updates to programme structure; Revised marking criteria.</td>
<td>Major</td>
<td></td>
<td></td>
<td>2016/17</td>
</tr>
</tbody>
</table>