Programme Specification

Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

<table>
<thead>
<tr>
<th></th>
<th>Title of programme:</th>
<th>Egyptology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Programme Code:</td>
<td>SAME</td>
</tr>
<tr>
<td>3.</td>
<td>Entry Award(s):</td>
<td></td>
</tr>
<tr>
<td>☒</td>
<td>MA</td>
<td>180</td>
</tr>
<tr>
<td>☐</td>
<td>MSc</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>PGDip</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>PGCert</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>PG Award</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>DPS</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>CPS</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Other (please specify below):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Exit Awards:</th>
<th>Credit:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>PGDip</td>
<td>120</td>
<td>7 (of which up to 30 credits may be at Level 6)</td>
</tr>
<tr>
<td>☐</td>
<td>PGCert</td>
<td>60</td>
<td>7 (of which up to 15 credits may be at Level 6)</td>
</tr>
<tr>
<td>☐</td>
<td>PG Award</td>
<td>30</td>
<td>7 (of which 7.5 credits may be at Level 6)</td>
</tr>
<tr>
<td>☐</td>
<td>CPS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 indicate this below:

| N/A |

5. **Date of first intake:**
   - Unknown

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)

   **Please indicate the applicable boxes:**

   | ☐ No (please go to section 9) |

   **Date exemption approved by AQSC:**
   - N/A

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

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

   **Please indicate the applicable boxes:**

   | ☐ 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

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

15. **Teaching other than at UoL:**
    - N/A

16. **Director of Studies:**
    - TBC
<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To provide first-hand experience of both Egyptian texts and artefacts.</td>
</tr>
<tr>
<td>2</td>
<td>To train students in the methodologies of literary, linguistic, historical and archaeological study.</td>
</tr>
<tr>
<td>3</td>
<td>To enable student to apply these skills to design and carry through specialised research projects in the field.</td>
</tr>
<tr>
<td>4</td>
<td>To enable student to produce extended pieces of academic writing using the established critical conventions.</td>
</tr>
</tbody>
</table>
### Learning Outcomes

#### Learning outcomes – Master’s degree

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge and critical understanding of the nature and development of Egyptian culture.</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge of subject and discipline-specific theories and their application in the scholarly context.</td>
</tr>
<tr>
<td>3</td>
<td>Engage critically with debates about a wide range of topics in the field of Egyptology.</td>
</tr>
<tr>
<td>4</td>
<td>Where appropriate, achieve a new or improved proficiency in Egyptian language.</td>
</tr>
<tr>
<td>5</td>
<td>Be familiar with a diverse range of primary sources and secondary literature relevant to the study of Ancient Egypt.</td>
</tr>
<tr>
<td>6</td>
<td>To demonstrate skills of academic writing and the critical evaluation of sources through the presentation of research.</td>
</tr>
<tr>
<td>7</td>
<td>To demonstrate the development of professional skills in the field of Egyptology.</td>
</tr>
<tr>
<td>8</td>
<td>With the guidance of one or more academic supervisors, to present a piece of academic research in the form of a dissertation that demonstrates the ability to evaluate critically the existing scholarly work in the field and to communicate original research coherently in writing through the development of an appropriate academic voice.</td>
</tr>
</tbody>
</table>

#### Learning outcomes – Postgraduate Diploma

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge and critical understanding of the nature and development of Egyptian culture.</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge of subject and discipline-specific theories and their application in the scholarly context.</td>
</tr>
<tr>
<td>3</td>
<td>Engage critically with debates about a wide range of topics in the field of Egyptology.</td>
</tr>
<tr>
<td>4</td>
<td>Where appropriate, achieve a new or improved proficiency in Egyptian language.</td>
</tr>
<tr>
<td>5</td>
<td>Be familiar with a diverse range of primary sources and secondary literature relevant to the study of Ancient Egypt.</td>
</tr>
<tr>
<td>6</td>
<td>To demonstrate skills of academic writing and the critical evaluation of sources through the presentation of research.</td>
</tr>
</tbody>
</table>
To demonstrate the development of professional skills in the field of Egyptology.

### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge and critical understanding of the nature and development of Egyptian culture.</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge of subject and discipline-specific theories and their application in the scholarly context.</td>
</tr>
<tr>
<td>3</td>
<td>Engage critically with debates about a wide range of topics in the field of Egyptology.</td>
</tr>
<tr>
<td>4</td>
<td>Be familiar with a diverse range of primary sources and secondary literature relevant to the study of Ancient Egypt.</td>
</tr>
<tr>
<td>5</td>
<td>To demonstrate the development of professional skills in the field of Egyptology.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge and critical understanding of the nature and development of Egyptian culture.</td>
</tr>
<tr>
<td>2</td>
<td>Be familiar with a diverse range of primary sources and secondary literature relevant to the study of Ancient Egypt.</td>
</tr>
</tbody>
</table>

### Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>all modules</td>
<td>coursework: Essay</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ALGY783</td>
<td>dissertation proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALGY784</td>
<td>brief article</td>
</tr>
<tr>
<td>3</td>
<td>ALGY783</td>
<td>coursework: seminar-based research project</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ALGY717</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Module Code</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ALGY718</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ALGY707</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ALGY708</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ALGY705</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ALGY706</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ALGY703</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ALGY715</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ALL MODULES</td>
<td>coursework: text edition / critical analysis of textual sources</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ALL MODULES</td>
<td>coursework: essay</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ALGY783</td>
<td>grant proposal</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ALGY784</td>
<td>portfolio of activities</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ALGY600</td>
<td>dissertation</td>
<td></td>
</tr>
</tbody>
</table>

**28. Skills and Other Attributes**

**Skills and attributes:**

1. Conception and planning of an original research project.
2. Critical evaluation of primary and secondary sources.
3. Advanced academic writing skills.
4. Advanced oral communication skills.
5. Time and project management - Project management.
6. Personal attributes and qualities - Willingness to take risk.
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>ALGY783 ALGY784 ALGY600</td>
<td>learning / research / employability</td>
<td>assessment</td>
</tr>
<tr>
<td>2</td>
<td>all modules</td>
<td>learning / research / employability</td>
<td>assessment</td>
</tr>
<tr>
<td>3</td>
<td>all modules</td>
<td>research / employability</td>
<td>assessment</td>
</tr>
<tr>
<td>4</td>
<td>ALGY784</td>
<td>research / employability</td>
<td>assessed seminar presentation (in front of audience)</td>
</tr>
<tr>
<td>5</td>
<td>all modules</td>
<td>learning / research / employability</td>
<td>assessments</td>
</tr>
<tr>
<td>6</td>
<td>all modules</td>
<td>learning / research / employability</td>
<td>assessments</td>
</tr>
<tr>
<td>7</td>
<td>all modules; particularly ALGY600</td>
<td>learning / research / employability</td>
<td>assessments; particularly dissertation</td>
</tr>
<tr>
<td>8</td>
<td>ALGY783</td>
<td>research employability</td>
<td>assessment: grant proposal</td>
</tr>
</tbody>
</table>

29. Career opportunities:

The Egyptology degree provides a comprehensive and balanced postgraduate level training in Egyptology. The degree is designed to provide a strong platform from which to progress to further research at PhD level.

Career opportunities in Egyptology exits in a number of sectors including University and Museum

The Masters in Egyptology provide students with professional skills that are attractive to employers in all sectors.
Part C: Entrance Requirements

30. **Academic Requirements:**

The normal requirement for entry on to a taught programme is a good 2:1 or equivalent undergraduate degree in a relevant field of study.

Applications from international students are welcome. International qualifications will be evaluated in line with the National Recognition Information Centre (NARIC) guidelines.

31. **Work experience:**

N/A

32. **Other requirements:**

Acceptance onto the programme is subject to availability of appropriate academic supervision. Agreed supervisory arrangements should be in place at the start of the programme: these are likely to be the result of an interview or discussion between prospective supervisor(s), the programme lead and the applicant.

Part D: Programme Structure

33. **Programme Structure:**

**FULL-TIME PATHWAY**

**Semester 1**
ALGY783 - Research Skills in Egyptology (30 credits) *(required)*
1 x 15-credit optional language module
1 x 15-credit optional material culture module or optional language module for those with language specialism

*Language modules*

ALGY703 – Hieratic (15 credits)
ALGY705 – Advanced Egyptian I (15 credits)
   *ALGY705 pre-requisite: ALGY373 or equivalent*
ALGY707 – Intermediate Egyptian Texts I (15 credits)
   *ALGY707 pre-requisite: one year of Middle Egyptian, equivalent to ALGY717 and ALGY718*
   *Students on this module will also receive weekly practice by attending ALGY251, ALGY253, ALGY372 or ALGY374*
ALGY717 – Fast-track Egyptian I (15 credits)
   *Students on this module will receive part of their language tuition in ALGY128*
Material culture modules

ALGY677 – Social Life in Egypt (15 credits)
   Students on this module will also attend ALGY377 (or be exempted when qualified)

ALGY668 - Plants in archaeology and palaeoecology: archaeobotany and plant macrofossil analysis (15 credits)*

ALGY691 – Professional Skills for the Archaeologist (15 credits)*

ALGY737 – Artefacts and Analysis (15 credits)*

Semester 2

ALGY784 - Research Design in Egyptology (30 credits) (required)

1 x 15 credit language module

1 x 15-credit optional material culture module or optional language module for those with language specialism

Language modules

ALGY706 – Advanced Egyptian II (15 credits)
   ALGY706 pre-requisite: ALGY705

ALGY708 – Intermediate Egyptian Texts II (15 credits)
   ALGY708 pre-requisite: ALGY707. Students on this module will also receive weekly practice by attending ALGY252, ALGY255 or ALGY373

ALGY715 – Advanced Later Egyptian (15 credits)
   ALGY715 pre-requisite: ALGY703

ALGY718 – Fast-track Egyptian II (15 credits)
   Students on this module will receive part of their language tuition in ALGY129

Material Culture modules

ALGY676 – Issues in Egyptian Settlement Archaeology (15 credits)
   Students on this module will also attend ALGY376 (or be exempted when qualified)

ALGY688 – Economies and Exchange in the Ancient Near East (15 credits)*

ALGY762 – Human Osteology (15 credits)*

Summer vacation

ALGY600 - Dissertation (60 credits) (required)

*These optional modules are only for students with a research interest involving archaeological method and practice or with an interest that stretches beyond Pharaonic Egypt, either into contemporary cultures of the Near East or the Mediterranean or into the Graeco-Roman period. These options require approval from the Subject Lead.

PART-TIME PATHWAY

YEAR 1

Semester 1

ALGY783 - Research Skills in Egyptology (30 credits) (required)
### Semester 2
ALGY784 - Research Design in Egyptology (30 credits) (required)

### YEAR 2

#### Semester 1
1 x 15-credit language module
1 x 15-credit optional material culture module or optional language module for those with language specialism

**Language modules**

- ALGY703 – Hieratic (15 credits)
- ALGY705 – Advanced Egyptian I (15 credits)  
  \*ALGY705 pre-requisite: ALGY373 or equivalent
- ALGY707 – Intermediate Egyptian Texts I (15 credits)  
  \*ALGY707 pre-requisite: one year of Middle Egyptian, equivalent to ALGY717 and ALGY718  
  Students on this module will also receive weekly practice by attending ALGY251, ALGY253, ALGY372 or ALGY374
- ALGY717 – Fast-track Egyptian I (15 credits)  
  Students on this module will receive part of their language tuition in ALGY128

**Material culture modules**

- ALGY677 – Social Life in Egypt (15 credits)  
  Students on this module will also attend ALGY377 (or be exempted when qualified)
- ALGY668 - Plants in archaeology and palaeoecology: archaeobotany and plant macrofossil analysis (15 credits)*
- ALGY691 – Professional Skills for the Archaeologist (15 credits)*
- ALGY737 – Artefacts and Analysis (15 credits)*

#### Semester 2
1 x 15 credit optional language module
1 x 15-credit optional material culture module  or optional language module for those with language specialism

**Language modules**

- ALGY706 – Advanced Egyptian II (15 credits)  
  \*ALGY706 pre-requisite: ALGY705
- ALGY708 – Intermediate Egyptian Texts II (15 credits)  
  \*ALGY708 pre-requisite: ALGY707. Students on this module will also receive weekly practice by attending ALGY252, ALGY255 or ALGY373
- ALGY715 – Advanced Later Egyptian (15 credits)  
  \*ALGY715 pre-requisite: ALGY703
- ALGY718 – Fast-track Egyptian II (15 credits)  
  Students on this module will receive part of their language tuition in ALGY129

**Material Culture modules**

- ALGY676 – Issues in Egyptian Settlement Archaeology (15 credits)
Students on this module will also attend ALGY376 (or be exempted when qualified)
ALGY688 – Economies and Exchange in the Ancient Near East (15 credits)*
ALGY762 – Human Osteology (15 credits)*

**Summer vacation**
ALGY600 - Dissertation (60 credits) *(required)*

*These optional modules are only for students with a research interest involving archaeological method and practice or with an interest that stretches beyond Pharaonic Egypt, either into contemporary cultures of the Near East or the Mediterranean or into the Graeco-Roman period. These options require approval from the Subject Lead.

<table>
<thead>
<tr>
<th>34. Industrial placement/work placement/year abroad:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Liaison between the Level 2 Schools/Institutes involved:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Part E: Learning, Teaching and Assessment Strategies**

36. **Learning, Teaching and Assessment Strategies:**

The taught elements of the programme involve a combination of lectures, seminars and workshops, providing maximum opportunity for the practice of oral presentation and discursive skills. All of the taught modules allow considerable opportunities for one-to-one feedback on written work. Many of the modules are based around the idea of students making oral presentations (with resultant feedback from staff and students), which are then written up into pieces of assessed coursework. The MA is structured in such a way that students will be able to follow either archaeological or linguistic tracks among the options. The archaeological taught modules in the MA are all oriented towards the practical training of Egyptological researchers in terms of skills and analytical abilities that will prove to be useful in a long-term career in the subject. Modules include the design and implementation of projects involving fieldwork of various types, as well as the study and display of artefacts in museum collections.

36a. **Learning, Teaching and Assessment methods:**

**Learning and Teaching Methods:**
One-to-one tutorials with supervisor(s)
Lectures
Seminars
Independent study
Skills development / practicals

**Assessment Methods:**
The core assessment method is written essay or report writing
Coursework essay(s)
Presentation/poster presentation
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: Masters Level**

**A. Content and Intellectual Ability**

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.

B. Formal Presentation

Within the grade boundaries defined in Section A, 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).

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)

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 theiremployability and skills throughout their programme of study.

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**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>
</table>
| • Change to Director of Studies (TBC)  
• Updates to programme structure and subsequently mapping of skills and learning outcomes  
• Revised marking criteria | Minor | | | 2016/17 |