# Subject Component Specification

Applicable to all Honours Select Subject Components

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

## Part A: Subject Component Summary Information

1. **Subject component title:** Evolutionary Anthropology
2. **Award which the component will contribute to:**
   - ☒ BA (Hons)
   - ☐ BSc (Hons)
   - ☐ Other. Please specify:
3. **Subject Component type:**
   - ☒ Minor (25%)
   - ☐ Joint (50%)
   - ☐ Major (75%)
4. **Credit:**
   - Credit in year 1 (level 4): 30
   - Credit in year 2 (level 5): 30
   - Credit in year 3 (level 6): 30
5. **Date of first intake:** September 2016
6. **Frequency of intake:** Annually, in September
7. **Duration and mode of study:** 3 years, full time
8. **Applicable framework:** Model for non-clinical first degree programmes
   
   **Framework exemption required:**
   - ☒ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)
9. **Applicable Ordinance:** Ordinance 37(A) General Ordinance for Undergraduate Degrees

---

TQSD/15.16
2016-17 v.1; AQSC April 2016

1 of 15
### New/revised Ordinance required:
- ☒ No (please go to section 9)
- ☐ Yes (please provide a brief summary below)

### Date new/revised Ordinance approved by Council:

### 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:
Liverpool

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

### 15. Teaching other than at UoL:
N/A

### 16. Director of Studies:
Dr Matthew Fitzjohn

### 17. Board of Studies:
School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)

### 18. Board of Examiners:
School of Histories, Languages and Cultures

### 19. External Examiner(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr William Davies</td>
<td>University of Southampton</td>
<td>Lecturer</td>
</tr>
</tbody>
</table>

### 20. Professional, Statutory or Regulatory body:
N/A

### 21. QAA Subject benchmark Statements(s):
Archaeology (2014)

### 22. Other reference points:
N/A

### 23. Fees:
Standard home/EU and international rates for undergraduate programmes

### 24. Additional costs to the student:
There are no compulsory costs required for the course, but students may choose to purchase text books or print materials at their discretion.

### 25. AQSC approval:

---

**Part B: Subject Component Aims & Objectives**
26. **Aims of the subject component**

Evolutionary Anthropology as a minor (25%) subject component provides students with a deep-time perspective of anthropology in the broadest sense. Anthropology encompasses the biological and social study of humans as complex organisms with the capacity for language, thought, and culture. Its commitment to the integrated study of both diversity and commonality amongst people throughout the world is here underpinned by the evolutionary view. Evolutionary Anthropology as a minor, like other degrees in Anthropology, aims to develop a critical awareness and understanding of human cultural and biological diversity from varied perspectives.

The programme aims to present students with basic knowledge of the key disciplines, covering the early stages of primate evolution, the problems of tracing the appearance of the first hominin ancestors, the evolution of the genus Homo, the emergence of modern human beings, and the peopling of the world. The programme provides opportunities for achieving hands-on knowledge and practical experience as well as transferable employability skills.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To enable students, under guidance, to shape their own learning programme in Evolutionary Anthropology, around a core of knowledge which embraces methods and theory.</td>
</tr>
<tr>
<td>2</td>
<td>To provide students with an integrated view of this area of study in archaeology and hominin palaeontology.</td>
</tr>
</tbody>
</table>

27. **Learning Outcomes**

**No.** | **Learning outcomes – Bachelor’s Honour’s degree** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a broad and integrated knowledge of the evolution of the human species</td>
</tr>
<tr>
<td>2</td>
<td>Understand and comment critically upon how human beings have been shaped by and have interacted with their social, cultural and physical environments through time and show an awareness of their inherent cultural and biological diversity.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate an ability to formulate, investigate and discuss anthropologically informed questions.</td>
</tr>
<tr>
<td>4</td>
<td>Show competence in using and appraising major theoretical perspectives and concepts in human evolution.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate the ability to plan, undertake and present scholarly work that illustrates an understanding of anthropological aims, methods and theoretical considerations.</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**No.** | **Learning outcomes – Bachelor’s Non-Honour’s degree** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a broad knowledge of the evolution of the human species</td>
</tr>
<tr>
<td>2</td>
<td>Characterise and comment upon how human beings have been shaped by and have interacted with their social, cultural and physical environments through time and show some awareness of their inherent cultural and biological diversity.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate an ability to formulate, investigate and discuss anthropologically informed questions.</td>
</tr>
</tbody>
</table>
### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Diploma in Higher Education award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate some knowledge of the evolution of the human species</td>
</tr>
<tr>
<td>2</td>
<td>Some ability to understand how human beings have been shaped by and have interacted with their social, cultural and physical environments through time and a limited appreciation of their inherent cultural and biological diversity.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate some ability to formulate, investigate and discuss anthropologically informed questions.</td>
</tr>
<tr>
<td>4</td>
<td>Show competence in using a limited range of theoretical perspectives and concepts in human evolution.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate the ability to plan, undertake and present scholarly work that illustrates some understanding of anthropological aims, methods and theoretical considerations.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Certificate in Higher Education award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate basic knowledge of the evolution of the human species</td>
</tr>
<tr>
<td>2</td>
<td>Exhibit limited understanding of how human beings have been shaped by and have interacted with their social, cultural and physical environments through time and a limited appreciation of their inherent cultural and biological diversity.</td>
</tr>
<tr>
<td>3</td>
<td>Show basic competence in using a limited range of theoretical perspectives and concepts in human evolution.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate partial ability to plan, undertake and present scholarly work that illustrates some understanding of anthropological aims, methods and theoretical considerations.</td>
</tr>
</tbody>
</table>

#### 27a. Mapping of 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>ALGY105, 140, 141, 229, 266, 268, 361, 363</td>
<td>Essay, Seminar presentation, Examination.</td>
<td>QAA Archaeology Benchmark statement (2014)</td>
</tr>
<tr>
<td>2</td>
<td>ALGY105, 140, 141, 229, 266, 284, 363</td>
<td>Essay, Seminar presentation, Examination.</td>
<td>QAA Archaeology Benchmark statement (2014)</td>
</tr>
<tr>
<td>3</td>
<td>ALGY105, 140, 141, 228, 268, 284, 361</td>
<td>Essay, Seminar presentation, Examination</td>
<td>QAA Archaeology Benchmark statement (2014)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>ALGY140, 141, 228, 266, 284, 360, 363</td>
<td>Essay, Seminar presentation, Examination</td>
<td>QAA Archaeology Benchmark statement (2014)</td>
</tr>
<tr>
<td>5</td>
<td>ALGY 268, 284, 360, 361, 363</td>
<td>Essay, Seminar presentation, Examination</td>
<td>QAA Archaeology Benchmark statement (2014)</td>
</tr>
</tbody>
</table>

### 28. Skills and Other Attributes

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Through lectures, practical classes, seminars, projects, tutorials and self-reliant learning, as appropriate: comprehend methodological, theoretical and practical aspects of Evolutionary Anthropology</td>
</tr>
<tr>
<td>2</td>
<td>Develop independent learning and relevant research skills, including a critical approach to learning processes and knowledge</td>
</tr>
<tr>
<td>3</td>
<td>Develop the capacity to express their own ideas in writing, to summarise the arguments of others, and to distinguish between the two</td>
</tr>
<tr>
<td>4</td>
<td>Acquire the ability to engage in constructive discussion in group situations and group work skills.</td>
</tr>
</tbody>
</table>

#### Transferable Skills

| 5   | Acquire an ability to present material orally in a clear and effective manner, using audiovisual aids when appropriate, and relating it to the concerns of the audience. |
| 6   | Acquire an ability to present material in written form, with discrimination and lucidity in use of language, professional referencing, and clear and effective layout, including as appropriate tabular, diagrammatic or photographic presentation. |
| 7   | Acquire the ability to work in groups as an active participant who contributes effectively to the group's task. |
| 8   | Acquire an ability to write and think under pressure and to meet deadlines. |

### 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>all modules</td>
<td>Learning</td>
<td>essay, examination, seminar presentation</td>
</tr>
<tr>
<td>2</td>
<td>all modules</td>
<td>Learning, research, employability</td>
<td>essay, examination, seminar presentation</td>
</tr>
<tr>
<td>3</td>
<td>all modules</td>
<td>Learning, employability</td>
<td>essay, examination</td>
</tr>
<tr>
<td>4</td>
<td>ALGY 140, 141, 284, 361</td>
<td>Learning, employability</td>
<td>portfolio, seminar presentation and write-up</td>
</tr>
</tbody>
</table>
29. Career opportunities:

Evolutionary Anthropology as a minor (25%) subject component is vocational in nature. However, knowledge of archaeological principles and practices will complement and enhance the profile of students interested in pursuing careers in a variety of sectors including heritage, urban planning and teaching. Further to this, the 25% minor will provide students with a sound basis from which they can progress to the MSc in Palaeoanthropology at the University of Liverpool.

Part C: Entrance Requirements

30. Academic Requirements:
The typical offer is ABB with no specific subject requirements.

31. Work experience:
NA

32. Other requirements:
NA

Part D: Subject Component Structure

33. Subject Component Structure:

Year 1 (FHEQ Level 4)
Semester 1
ALGY105 - The Origins of Humanity (15 credits) (required)
Semester 2
ALGY140 – Evolution of the Human Mind (7.5 credits) (required)
ALGY141 – Issues in Evolutionary Anthropology (7.5 credits) (required)

Year 2 (FHEQ Level 5)
Semester 1
15 credits of optional modules from:
ALGY229 - Human Origins: archaeology of the middle and later Pleistocene (15 credits)
ALGY284 - The Anthropology of Risk (15 credits)
Semester 2
15 credits of optional modules from:
ALGY228 - Hunter/Gatherer Societies (15 credits)
ALGY266 - Human Osteoarchaeology (15 credits)
ALGY268 - Archaeology of the Upper Palaeolithic in Europe (15 credits)

Year 3 (FHEQ Level 6)
Semester 1
15 credits of optional modules from:
ALGY361 – Palaeolithic Art (15 credits)
ALGY363 - Early Human Ancestors: archaeology and behaviour (15 credits)
Semester 2
ALGY360 - African Archaeology (after 400,000 BP) (15 credits) (required)

34. Industrial placement/work placement/year abroad:

NA

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

NA

Part E: Learning, Teaching And Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

Teaching and learning on this programme are governed by the policies and practices of the Department of Archaeology, Classics and Egyptology.

Teaching and learning strategies for the programme reflect the importance of:

- the specific learning outcomes for individual modules within the programme;
- the level and the contribution of the learning outcomes for the module related to the learning outcomes of the programme as a whole (Level 4, Level 5 and Level 6).

The delivery of the programme employs a clear and progressive learning and teaching strategy. Modules are delivered by a mixture of lectures and seminars in Year 1, in Year 2 the lecture element within modules is complemented by student led seminars. Finally, in Year 3, most modules are delivered by a short series of lectures to establish a framework and focus on student-led seminars thereafter. This strategy is designed to enable critical enquiry and promote increasing independence in students as learners.

36a. Learning, Teaching and Assessment methods:

The teaching and learning strategies are characterised by a diversity which the staff view as an important contribution to the promotion of the development of key aspects of knowledge and understanding and skills acquisition:

- Lectures supported by tutorials and/or seminars deliver lecturer-led teaching in conjunction with periodic student-led small class sessions, deployed particularly for modules covering wide-ranging areas of study and attracting large numbers of students. These are combined with self-directed learning components based on background reading and essay work (which may be formative or assessed, depending on the
module). Typically such modules are assessed by assessed essay work, by examination or by a combination of the two.

- Small class discussion groups (which often incorporate student-led seminar sessions), primarily used for language and text classes. The module organiser functions as facilitator and guide co-ordinating, guiding, and reacting to student contributions. Student contributions are based on self-directed learning and study in preparation for the class. Typically such modules are assessed by examination, by project, or by a combination of both.

- Practical and laboratory sessions, primarily used for teaching techniques and knowledge for the analysis for specific classes of archaeological material. Some modules taught by practical session are examined by continuously assessed coursework alone, often comprising short practical examinations and longer reports on an assemblage of artefacts or remains.

Student work within each semester (and thus time management) is equally diverse: students will be engaged in class by class preparation for language classes alongside preparing work for the periodic deadlines for essay work.

Assessment strategies reflect the same importance of the role of the individual module and the level of its learning outcomes as positioned within the broader degree programme; they similarly reflect the diversity of the teaching and learning strategies and the concomitant learning outcomes.

Summative assessment is delivered in several ways depending on the learning and teaching strategies of the module. In all cases, summative assessment also has a formative element and feedback is given, in different forms, on all assessed work (either ad personam or generically, as is typically the case with examinations) in accordance with the feedback on Assessment Policy (section 11 Code of Practice on Assessment) located at: [http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/code_of_practice_on_assessment.pdf](http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/code_of_practice_on_assessment.pdf) and Appendix N of the Code of Practice on Assessment located at: [http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_N_cop_assess.pdf](http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_N_cop_assess.pdf)

Typical forms of summative assessment are

- Examination: learning outcomes are demonstrated in student performance through preparation for and the sitting of an examination. Such examinations may cover essay-based work (usually by selection of a set number of questions) or language work (mostly translation and commentary of set passages).

- Assessed work, usually essays or projects: learning outcomes are demonstrated in student performance through the preparation and delivery of a piece of work as an act of self-directed learning with full access to all the relevant learning and research tools and supports.

- A combination of the two strategies is being deployed within modules in order to allow learning outcomes to be demonstrated in a more diverse manner within the same module.

- Portfolio: a critical summary of seminars presented by students reflecting on the material discussed in seminars and subsequently researched and presented as a discussion of the topic or theme.
• Presentations: modules summatively (and formatively) assess presentation skills and in several modules require the use of Microsoft PowerPoint.

• Language modules: class test

E-Learning:
E-Learning in all Ace programmes is delivered primarily through the use of the University’s VITAL system. ACE has commenced (2014) a module by module review of VITAL use in order to enhance the student experience and learning environment through full utilisation of VITAL’s potential. Posting of PPT files and/or lecture notes is now common practice as is the posting of required and supplemental readings (and other materials) and the use of VITAL’s on-line test facilities. Modules, such as ALGY105 have used VITAL’s test function as a tool for formative assessment. Modules such ALGY 268 and 361 have used VITAL’s discussion board and blog functions to within a strategy of blended learning.

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 model for non-clinical first degree programmes;
• The system for classifying three-year, non-clinical, undergraduate degrees;
• The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
• 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).

Progression:
The grading descriptors assume that progression is inherent within the different level of assessment tasks and questions set at level 4, 5 and 6 and together with the demands made by the conceptual content of modular and lecture materials.

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.

0-20 Fail   Answer does not relate to the question or target area in any significant way. Most factual material is incorrect. Very poor syntax, grammar, punctuation, and spelling. Extremely limited relevant reading apparent (coursework has no bibliography). Little or no evidence of knowledge of primary text(s)/material shown, or extensive misunderstandings of primary source material present. Extensive misunderstandings of lecture material. No understanding of relevant basic methodologies. Very limited coherence and very poor structure in answer. In target areas where quantitative data collection, presentation, and analysis would be appropriate, it is lacking. Expression predominantly or very unclear.

In the case of translations and linguistic work: translations entirely discontinuous and rarely correct, displaying almost no grasp either of the language or the meaning of the passage, though some word-recognition may be present. Displays almost no understanding of syntax or grammar or familiarity with set texts.

21-34 Fail   Answer includes subject matter relevant to the question, but does not address the question or research aims. A significant proportion of the factual material is incorrect. Poor syntax, grammar, punctuation, and spelling. Very limited reading apparent (coursework has very little bibliography and no evidence of its use in the work). Very little knowledge of primary text(s)/material shown, and/or significant misunderstanding of primary source material present. Significant misunderstanding of lecture material. Significant misunderstanding of basic relevant methodologies. Limited coherence and poor structure in answer. In target areas where quantitative data collection, presentation, and analysis would be appropriate, it is minimal or the data lacks any analysis. Expression often unclear.

In the case of translations and linguistic work: translations entirely discontinuous and rarely correct, displaying very little grasp either of the language or the meaning of the passage, though there may be substantial evidence of approximate word-recognition. Displays little or no understanding of syntax or grammar or familiarity with set texts. There may be serious gaps or missing passages in the translation.
35-39 Compensatable fail. Some elements of an answer bear some relationship to the question, but the answer does not directly address the question or research aims or is seriously lacunose. A significant presence of factual error, possibly including some major errors. Poor syntax, grammar, punctuation, and spelling. Limited relevant reading apparent (coursework has small and/or not fully relevant bibliography, and little evidence of its use in the work). Highly dependent upon lecture material. Some misunderstanding of lecture material. Some knowledge of primary text(s)/material shown, but some misunderstanding present. Limited misunderstanding of basic relevant methodologies. Limited coherence and poor structure in answer. In target areas where quantitative data collection, presentation, and analysis would be appropriate, it is minimal or lacunose, or the data is misunderstood or lacks analysis. Expression often unclear.

In the case of translations and linguistic work: fails to complete the assignment, demonstrating significantly deficient understanding of the ancient language; failure to absorb grammar and syntax covered to date. Translations make only occasional sense, are lacunose and exhibit heavy reliance on guesswork or paraphrase.

40-49 Third class. Answer deploys some material relevant to the question or research aims. However, there is also significant irrelevant material and/or significant absences in the evidence. Represents a partial answer to the question, but some elements of the question may not be addressed at all. May be heavily dependent upon secondary source material and/or lecture material, and heavily narrative. Some, but limited, factual errors. Some, but not a substantial amount, of relevant reading apparent (limited bibliography in coursework and/or limited evidence of its use in the work). Clarity of expression generally, but not consistently, achieved. Lecture and source materials predominantly understood. Very limited discursive content; overuse of repetition, narrative or paraphrase, and/or tenuously relevant background material. Poor organisation of the material. Argument involves unfounded assertions. Syntax, grammar, punctuation, and spelling contain a significant proportion of errors. Some but limited understanding of basic relevant methodologies. Where appropriate quantitative data collection and/or presentation is reasonable, data analysis is very limited, but mostly accurate. In the case of translations and linguistic work: completes the assignment adequately, but less than satisfactorily or satisfactorily, but not completely. Demonstrates deficiencies in the grasp of the ancient language and a degree of failure to absorb some of the main elements of grammar and syntax covered to date. Translations are likely to make only intermittent sense and exhibit reliance on guesswork or paraphrase.

50-59 Lower second. Answer is generally relevant to the question or research aims. Answer shows genuine understanding of the question, but may be limited by overreliance on a narrow range of secondary sources. Some dependence upon lecture material. Reasonable amount of relevant reading (coursework bibliography may be rather small and/or there is not extensive evidence of its use in the work). Factual material essentially correct. Answer shows good understanding of lecture and source material but deploys this material without showing any critical evaluation of the material. Limited discursive comment; tendency to depend on narrative and/or paraphrase. Argument sometimes involves unfounded assertions. Answer is substantially dependent upon secondary source material. Reasonable understanding of basic relevant methodologies. Syntax, grammar, punctuation, and spelling contain fairly limited errors. Reasonable structure and coherence, although treatment may be insufficiently well prioritised in terms of what evidence is
more and what less important. Where appropriate quantitative data collection and/or presentation is reasonable, data analysis is limited, but reasonably accurate. Clarity of expression mostly achieved.

In the case of translations and linguistic work: completes the assignment satisfactorily. Demonstrates a basic grasp of the ancient language and of the main elements of grammar and syntax covered to date. Translations will be largely accurate, but may not make entirely continuous sense. Translations may be unidiomatic, overliteral, or depart significantly from the original towards paraphrase. Translations show areas of accuracy, but also portions where the text has been substantially misunderstood.

60-69 Upper second. Answer shows a reasonable analysis of the question or research aims and gives a reasonably well-balanced coverage of most areas required by the question. Little irrelevant material is deployed in the answer and factual error is rare. Limited dependence upon lecture material. Range of relevant reading apparent (coursework bibliography will contain a good sample of relevant and timely items with good evidence of its use in the work). Answer shows some evidence of a basic critical evaluation of the lecture and primary and secondary source materials. There is some attempt to construct a discussion of issues or evidence. Arguments mainly supported by evidence or authority. Arguments show some logical ability. A range of source material has been consulted (and duly referenced in coursework). Beginnings of awareness of problems and possibilities of data and methodologies. Predominantly good syntax, grammar, punctuation, and spelling and an awareness of appropriate academic style. Good structure and coherent treatment. Communicates clearly. Where appropriate, quantitative data collection and/or presentation are good, range and quality of analysis is apt and very largely accurate.

In the case of translations and linguisitc work: completes the assignment well. Generally demonstrates a sound grasp of the ancient language and of all grammar and syntax covered to date. Translations will be largely accurate, idiomatic, and in an appropriate style, although in some places they may not rise above the literal, and may reveal intermittent defects in comprehension.

70-79 First. An extensive analysis of the question or research aims is apparent. Analysis of the question shows the beginnings of an ability to place the question within the wider context of the discipline and relates the question to other questions. A critical approach to the arguments encountered in source material is apparent (bibliography in coursework is of a good size, is well referenced in the work itself, and may indicate engagement with the history of the scholarship.) May show some significant area of independence from lecture material. Extensive consultation of sources, including primary and/or secondary material from outside the core. Evidence is regularly deployed to support arguments. Arguments involve clear and explicitly verbalised logic. Excellent structure with no irrelevant material or digressions. Well integrated. Genuine understanding of problems with, and possibilities of, data and methodologies. Consistently good syntax, grammar, punctuation and spelling. Expression very clear and in consistently appropriate academic style. Where their use is appropriate, quantitative data collection and/or presentation are excellent and analysis is apt, wide ranging, and accurate.

In the case of translations and linguistic work: completes the assignment very well. Demonstrates a mastery of the ancient language that is well above average for the stage reached. Has clearly understood and absorbed material covered. Demonstrates very good grasp of grammar and syntax, as well as some stylistic sensitivity both in the ancient language and in English. Translations are essentially accurate, with only minor errors.
80-89 High quality first. A sophisticated analysis of the question or research aims is apparent. A thoroughly critical approach to source materials. Evidence of a comprehensive consultation of source material including primary and secondary source material from outside the core (coursework bibliography will be of good size and indicate an overview of scholarship with some historical depth which will be reflected in the work itself). Clear evaluation of evidence. Consistently accurate and expressive syntax, grammar, punctuation and consistently accurate spelling. Expression very clear and in consistently appropriate academic style. Where their use is appropriate, quantitative data collection and presentation are excellent and analysis is apt, wide ranging, and accurate.

In the case of translations and linguistic work: completes the assignment outstandingly well, with an impressive mastery of the language: grammar and syntax typically more or less flawless, and only minor limitations of vocabulary. Translations also in polished English, attentive to style, and register.

90-100 Exceptional first. A very sophisticated analysis of the question or research aims is apparent. A thoroughly explicit critical approach to source materials. Comprehensive consultation of source material including primary and secondary source material from well beyond the core (in the case of coursework, fully supported by the bibliography and in-text referencing). Clear and explicit evaluation of evidence. Consistently accurate and expressive syntax, grammar, punctuation, and consistently accurate spelling. Expression very clear and in consistently appropriate academic style. Where their use is appropriate, quantitative data collection and presentation are excellent and analysis is apt, wide ranging, and accurate.

In the case of translations and linguistic work: completes the assignment outstandingly well, with an impressive mastery of the language: grammar and syntax typically more or less flawless. Translations also in polished English, showing clear response to the style, nuance, and register of the target text.

<table>
<thead>
<tr>
<th>Part F: Student Representation And Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Student representation and feedback:</td>
</tr>
</tbody>
</table>

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/student-engagement/student-representation](http://www.liv.ac.uk/tqsd/student-engagement/student-representation))

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 Student Representation and Engagement Sub-Committee, and all students whether studying the subject at 100%, 75%, 50% or 25% 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 G: Status Of Professional, Statutory Or Regulatory Body Accreditation**

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

N/A

**Part H: Diversity & Equality Of Opportunity And Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The subject component’s design, structure and content are consistent and Comply with the University's Diversity and Equal Opportunities Policy (https://www.liverpool.ac.uk/intranet/hr/diversity-equality/policiesactionplans/).

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 SUBJECT COMPONENT**

Please complete the table below to record modifications made to the Subject Component.

<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>

TQSD/15.16
2016-17 v.1; AQSC April 2016