**Programme Specification Undergraduate**

Applicable to all non-clinical undergraduate programmes*

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

*Excluding Integrated Master’s degrees.

### Part A: Programme Summary Information

1. **Title of programme:** Go Higher
2. **Programme Code:** GHSS
3. **Entry Award:**
   - ☐ BA (Hons)
   - ☐ BSc (Hons)
   - ☑ Other (please specify below):
     - 60
     - All 60 credits at FHEQ 3 (UoL year/level 0)
     - Foundation level Diploma (the programme is a year 0/pre-entry level to BA/BSc degrees)
4. **Exit Awards:**
   - ☐ Diploma in Higher Education (Dip HE)
   - ☐ Certificate in Higher Education (Cert HE)
5. **Date of first intake:** Sept 2015
6. **Frequency of intake:** annual
7. **Duration and mode of study:** One year part-time
| 8. | **Applicable framework:** | Foundation Diploma see Ordinance 40 [https://www.liverpool.ac.uk/media/livacuk/commsec/ordinanceandregulations/ORDINANCE,40,Foundation,Diploma.pdf](https://www.liverpool.ac.uk/media/livacuk/commsec/ordinanceandregulations/ORDINANCE,40,Foundation,Diploma.pdf) |
| Framework exemption required: | x☐ No (please go to section 9) |
| | ☐ Yes (please provide a brief summary below) |
| | Please indicate the applicable boxes: |
| 9. | **Applicable Ordinance:** | Ordinance 40 [https://www.liverpool.ac.uk/media/livacuk/commsec/ordinanceandregulations/ORDINANCE,40,Foundation,Diploma.pdf](https://www.liverpool.ac.uk/media/livacuk/commsec/ordinanceandregulations/ORDINANCE,40,Foundation,Diploma.pdf) |
| New/revised Ordinance required: | x☐ No (please go to section 10) |
| | ☐ Yes (please provide a brief summary below) |
| | Please indicate the applicable boxes: |
| 10. | **Faculty:** | HSS |
| 11. | **Level 2 School/Institute:** | n/a (owned and managed at Faculty level) |
| 12. | **Level 1 unit:** | n/a (owned and managed at Faculty level) |
| 13. | **Campus:** | Liverpool main campus |
| 14. | **Other contributors from UoL:** | None |
| 15. | **Teaching other than at UoL:** | None |
| 16. | **Director of Studies:** | Jill Rudd (English) |
| 17. | **Board of Studies:** | Go Higher |
| 18. | **Board of Examiners:** | Go Higher |
Part B: Programme Aims & Objectives

26. Aims of the Programme

Go Higher is a foundation year 0 level (FHEQ level 3) programme for adult learners/mature students who do not have the academic qualifications usually required for entry to UK university undergraduate degree programmes. The programme is interdisciplinary and multidisciplinary and aims to equip students for further study at undergraduate degree level particularly within the HSS Faculty at University of Liverpool but also within other UoL Faculties and at other HEIs.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To equip students with basic skills of independent learning commensurate with entry to university degree-level study.</td>
</tr>
<tr>
<td>2</td>
<td>To provide basic training in academic writing, including some experience of some of the different types of writing required by some different subject disciplines.</td>
</tr>
<tr>
<td>3</td>
<td>To provide experience in presenting information, arguments and ideas both orally and on paper, in lucid, coherent and structured fashions appropriate to the task in hand.</td>
</tr>
<tr>
<td>4</td>
<td>To offer opportunities to increase confidence in academic study and thus increase understanding of the demands, skills, abilities and disposition of degree level study including ability to organise own workload, manage time constraints and work in a self-motivated and self-disciplined manner.</td>
</tr>
</tbody>
</table>
### Learning Outcomes

#### Bachelor’s Honour’s degree
- N/A

#### Bachelor’s Non-Honour’s degree
- N/A

#### Diploma in Higher Education award

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to write in clear academic English at level appropriate for University entry.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basic numeracy to a level appropriate for University entry.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ability to evaluate sources and resources in a manner proper for academic study of a chosen subject area or discipline.</td>
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<tr>
<td>4</td>
<td>Ability to reflect sensibly on own learning.</td>
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<tr>
<td>5</td>
<td>Ability to show understanding of basic techniques appropriate to a variety of disciplines and subject areas.</td>
<td></td>
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<tr>
<td>6</td>
<td>Ability to undertake independent research with guidance where appropriate.</td>
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</tbody>
</table>

**Note**: the designation “diploma” reflects the level of study but the Go Higher programme consists of 60 credits at FHEQ level 3, not 120 credits at level 5.

The following learning outcomes are expected upon successful completion of Go Higher. They are encountered in a relatively general form in Stages One and Two of the programme, and then in more subject specific forms as appropriate to the options available in Stage Three. Specific subject outcomes are therefore to be found within the relevant module specifications.

### 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>All modules, but</td>
<td>Essays, reports, knowledge</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Module(s) in which this will be delivered and assessed</td>
<td>Learning skills, research skills, employability skills</td>
<td>Mode of assessing achievement of the skill or other attribute</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Time Management</td>
<td>Employability</td>
<td>Meeting deadlines for tasks, assessed and unassessed; being prepared for sessions.</td>
</tr>
<tr>
<td>2</td>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Communication skills, oral and written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Listening skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Team and group work skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Self-motivation and organisational skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28a. Mapping of skills and other attributes:
29. **Career opportunities:**

Go Higher acts primarily as an entry qualification to undergraduate degrees in a variety of disciplines. Thence, students may progress to the wide range of careers available to graduates in general.

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**Part C: Entrance Requirements**

30. **Academic Requirements:**

There is an entry assessment which tests basic competency in literacy and maths. GCSE or equivalent pass at C in Maths and English is preferred, as per general University matriculation requirement, but not insisted upon. In keeping with the programme’s WP remit, such qualifications may be over 5 years’ standing as the Programme’s modules GOHI002 is deemed equivalent to GCSE Maths, while embedded in the modules GOHI001, GOHI003, GOHI004 (Stages One and Two) is training and expectation equivalent to GCSE English. These modules thus act as refreshers in Maths and Literacy/English for those with older qualifications. IELTS at 6.5 or equivalent is normally required for
non-native English speakers.

31. **Work experience:**

   Not required.

32. **Other requirements:**

   None

### Part D: Programme Structure

33. **Programme Structure:**

   The Go Higher programme structure is designed to create a steep, duly challenging, but not impossible, learning curve. After a short induction, students progress from a light load of a single assessed 5 credit short course in Stage One (alongside which run a companion study support module and the start of the year-long Maths module) to two 10 credit modules in Stage Two, to three 10 credit modules in Stage Three. The increase in study load thus builds consistently as students become more accustomed to academic study. This is designed to increase the intellectual demand, but also the stamina and study-habits of the cohort. The increase in credit load creates a built-in bias towards the end of the Programme, allowing for exit velocity but also providing a microcosm of the typical UoL pattern of increased weighting of the final year of a degree programme. The Outline of Go Higher is as follows:

   **Induction (3 days)** an intensive induction and orientation, including: basic use of IT; Library resources; VITAL; introduction to academic study; student life.

   **Stage One (4 weeks, 5 credits)** the beginning of the programme proper, this important stage reintroduces the students to learning after what could be a significant period out of education. It provides an introduction to scholarship and independent research, underpinned with study skills and mentor support. It consists of three elements, but carries a light credit load to allow for the fact that students are finding their academic feet.

   i. **GOHI001 Modern Worlds (5 Credits)**, an interdisciplinary module designed to reflect the specific subject areas of each of the teaching staff. The module covers topics such as globalism, consumerism, prosperity and scarcity, society and the individual, which offer interesting and engaging material for the students.

   ii. **Mentor-led Study and Research Skills (not credit bearing)**, a series of mentor-led study-skills sessions providing core transferable skills such as finding resources, reading charts and graphs, critical analysis, team and project work. These sessions offer direct support for tasks set in the modules in stages One and Two. In Stage Three they tackle general questions such as Library research or citation conventions or operate as drop-in sessions for individual advice and support. Their primary focus is on helping the students develop writing styles and study habits appropriate to degree level work.

   iii. **GOHI002Maths (the start of a 5 credit module running throughout the GH programme)** two initial sessions which introduce the Go Higher
Maths programme that runs across Stages One and Two and is designed to meet the university matriculation requirement as an equivalent to GCSE level C maths. For many students this will be a refresher as a significant percentage of the typical Go Higher cohort have GCSE (or indeed O Level) Maths but attained the qualification longer ago than the stipulated 5 years. Other students will have little maths knowledge. Stage One maths will thus act as a diagnostic evaluating individual student's need for further maths training and the kind of support required to help them attain the requisite level for degree entry.

Stage Two (10 weeks, 20 credits) This marks a move to more independent study as well as a greater volume of work and expectation. There are two subject modules which are designed to reflect mainly the Arts and Social Sciences aspects of HSS although the two modules also complement each other as Stage Two retains a sense of interdisciplinary and cross-disciplinary study. Passes in either of these modules are deemed to fulfil the requirement for GCSE C grade equivalent in English. In addition there is a series of Guest Lectures, given by colleagues from a variety of UoL departments, which showcase particular disciplines or offer advice on topics such as UCAS applications and Student Finance. This stage is thus designed to equip students to decide which specific subject areas they will choose to follow in more detail in Stage Three. Like Stage One, this Stage will consist of three areas, now all credit-bearing modules:

i. GOHI003 Arts and Cultures (10 credits): this module explores how different cultures understand and express their worlds and asks how beliefs and understandings of the human condition change over time or with changes in circumstances, political, social or individual. It introduces some key perspective and methodologies used in the disciplines of English, History and Philosophy, and takes a cross-disciplinary approach that widens academic skills and understanding.

ii. GOHI004 Societies and Individuals (10 credits): this module explores key issues relating to sociological and psychological topics, methods, theories and practices. It examines the structure of societies from local, national and global perspectives. The psychological element introduces students to cognitive, neurobiological and interpersonal psychological characteristics of human interaction, including emotions, personality, identity and perception. Taken together the module considers how individuals shape and are shaped by contemporary society.

iii. GOHI002 Maths (continuing the 5 credit module that runs throughout the GH programme): this is where the main Go Higher Maths module begins. The Maths during Stage Two covers at least three of the six core national curriculum topics necessary for university entry. It will act as a refresher for some, new learning for others.

Stage Three (14 weeks, 30 credits) at this point in the programme students opt to follow three out of a choice of subject specific modules, according to the subject specialisms of the Go Higher teaching team. This reflects the research-led character of the programme and offering a taste of university-type learning and teaching experience. Each subject module carries 10 credits:

- GOHI005 Psychology
- GOHI006 Philosophy
GOHI007 English Literature
GOHI008 History
GOHI009 Thinking Sociologically
Alongside these subject modules students continue to study GOHI002 Maths.

34. Industrial placement/work placement/year abroad:

n/a

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

Guest Lectures are given by colleagues from a variety of University departments whose subjects are not represented directly within the Go Higher programmes such as Archaeology or Film Studies. A session is also provided by University Admissions staff as part of the help offered to students with their UCAS applications. Where possible, student work at Stage 3 is moderated by colleagues in appropriate subject departments to create closer links and awareness of current methods, approaches, topics etc. within those subject areas. (Where this is not possible moderation is done within the Go Higher team).

Part E: Learning, Teaching And Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

Learning and Teaching strategies are deliberately diverse to reflect the diverse nature of a typical Go Higher cohort. Lectures are interactive and each module is supported by a body of material hosted on VITAL. Initially the cohort is taught as a whole, offering some opportunities for student-led learning but also for tutor-led training of students in the habits of degree-type study. However from the start the large lecture groups are supported by smaller groups for the mentor-led Critical thinking and Research sessions. In Stage Three the groups are typically smaller, allowing for increased participation and more independent student-orientated and led learning.

Students receive study skills guidance and support within each component as well as in the Stage One “Critical Thinking, Research, Reflection” module. Additional study support is available throughout the programme from personal tutors and mentors (learning and teaching support staff).

A wide variety of types of assessment is used from short written reports (up to 500 words) or longer discursive essays to group or individual oral presentations using powerpoint. Knowledge reviews and Reflections are also used, reflecting the diverse backgrounds of students from those coming from recent employment in businesses, to returners after time parenting to jobseekers only recently out of formal education.

e-learning is a feature of the programme. Blended learning techniques, such as the use of online discussion forums or blog posts are integral to several modules. All modules offer additional learning resources via VITAL.

Independent learning is supported and encouraged by extensive use of VITAL in recognition of the fact that students are expected to undertake a good deal of self-directed study.
36a. Learning, Teaching and Assessment methods:

**Lectures**
Lectures are used to provide students with theoretical and conceptual frameworks related to specific areas of study. Lectures are designed to provide students with an introductory understanding of module subject areas, guidance to the literature and skills in self-directed learning. Initially tending to be tutor-led, lectures are also interactive as students are encouraged to respond to material, ask questions and in some cases complete tasks during the lecture slot.

**Seminars**
Seminars are tutor-led interactive group learning sessions. They may involve informal discussion, formal student presentations, reading and discussing textbook chapters or journal articles, analysing case studies, media reports, film, literature and poetry. Students are required to contribute to one of these learning activities in the form of a presentation to the group. The purpose of a seminar is to offer students a relaxed and informal shared-learning experience in which to explore ideas and exchange views on a particular topic.

**Group Project**
This is a particular feature of the Stage One Modern World module and is designed to introduce students to academic work and presentations, without requiring them to undertake solo presentations. This project also encourages the cohort to bond, creating opportunities for informal peer-learning throughout the rest of the programme. Although initially daunting, student feedback indicates this task actually gives students confidence in their ability to learn at the intensity and level the programme demands.

**e-learning using Virtual Learning Environment (VLE) Sessions**
On-line teaching and learning sessions are an important part of the Go Higher course and are accessed via the University of Liverpool’s VITAL system. Students are guided throughout the course to materials and information relevant to the modules. The VLE is also an important tool for communicating with tutors, fellow Go Higher students and for submitting assignments and project work. VLE training is provided in Stage One of the programme.

**Personal study**
Personal study takes a variety of forms such as preparing for classes by reading specific material set by tutors, or undertaking independent research both library based or internet based, by following up leads to wider reading in a given subject area offered through lectures or via reading list. Stage 3 Mentor sessions include library based sessions focused on finding appropriate resources, referencing and style sheets used for different humanities and social sciences.

**Exams and Course Assignments**
A combination of formal timed exams and individual written assignments, such as essays, reports, case studies or worksheets are used across the Programme. This diversity not only reflects the diversity of practise found in the various subject areas involved in Go Higher, but also, through its variety, offers the opportunity for students to capitalise on existing strengths (e.g. good presentation skills) or develop new ones. An overview of the assessment strategies of the programme is:

Stage One: Group-work Presentation and essay reflecting presentation.
Stage Two: Essay assignments, knowledge reviews, group presentations and examinations.
Stage Three: Assignments, knowledge reviews, individual and group presentations, critical/analytical essays, debates and examinations.

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:** The learning, teaching and assessment level throughout the Programme is set at year 0 FHEQ level 3. All assessment is measured in accordance with university marking criteria with a pass mark of 40%.
38. **Student representation and feedback:**

A Go Higher 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/media/livacuk/tqsd/student-enhancement/student-representation/cop_on_student_representation.pdf](http://www.liv.ac.uk/media/livacuk/tqsd/student-enhancement/student-representation/cop_on_student_representation.pdf)

The Committee normally meets at least three times a year. The membership of the SSLC, its 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 these are carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be strongly encouraged to attend the training provided for them by the Guild of Students.

Student representation is encouraged and practiced on all decision-making committees in the Faculty and participation in these settings are welcomed and appreciated. Students are asked to take part in module evaluation exercises, using questionnaires (either hard copy or electronic) to feedback on their experiences of modules when requested. Staff will feedback on issues raised and actions taken via lectures, VITAL or other method (SSLC). 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 encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff at any time.

Formal complaints may be made to the Go Higher Director, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

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**Part F: Status Of Professional, Statutory Or Regulatory Body Accreditation**

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

Go Higher is accredited as a University Foundation year course.

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

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

Go Higher is an important and valuable element in the Widening Participation and Diversity agenda of the Faculty and University, which offers a path into university study for adult learners who had interrupted or unsuccessful secondary education. While there remains a core cohort of mature students typically aged 35-50, there has been a small but noticeable increase in the number of 19+ applicants. In recent years there have also been a small number of non-native speakers on the course. These students bring welcome diversity of experience to group discussions, but also raise the challenge of English Language Support, which we seek to meet using the concurrent
sessions run by the ELU.

“Modern Worlds” was chosen as the Stage One module due to the flexibility of its design which allows the topics discussed within it to be chosen with a view to the Go Higher cohort’s particular character. Globalisation has been a previous topic; Education is the current one. Student feedback indicated that choosing such themes makes it easier for new or returning learners to relate to the content of the module and thus engage with the learning strategies and disciplines necessary for the rest of the programme.

The programme’s design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy. The HSS Faculty is proud of its track record in attracting a diverse range of students and is fully committed to widening participation. The Faculty’s strategy and widening participation activities are organised under the umbrella of the Faculty Admissions and Widening Participation Committee; the Go Higher Director is a member of this committee.

The personal and academic support offered by the Go Higher team (academic staff, mentors and support staff) provides a welcoming, stimulating and supportive academic setting for part-time mature learners and as such aims to help students to achieve their full potential in a context where difference, diverse identities and life experiences are positively valued.

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>Update of External Examiner details. Better description of some module details but no change to content. Two modules (GOHI008 History and GOHI009 Thinking Sociologically) were newly revised during 2015-16 session so those two modules have gone through Major Mods., but the content is much the same as are aims, objectives and outcomes, so the programme specs remain unchanged.</td>
<td>Minor</td>
<td>August 2016 by Chair’s Action</td>
<td></td>
<td>2016/17</td>
</tr>
</tbody>
</table>