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: History

2. Programme Code: V100

3. Entry Award: Credit: Level:
   - ☒ BA (Hons) 360  At least 90 credits at Level 6
     Majority of credits at Level 5
     Majority of credits at Level 4
   - ☐ BSc (Hons)
   - ☐ Other (please specify below):

4. Exit Awards: Credit: Level:
   - ☐ Diploma in Higher Education (Dip HE) 240  Majority of credits at Level 5
     Majority of credits at Level 4
   - ☐ Certificate in Higher Education (Cert HE) 120  Majority of credits at Level 4

5. Date of first intake: Longstanding programmes

6. Frequency of intake: Annually, in September

7. Duration and mode of study: Full-time, 3 years

8. Applicable framework: Model for non-clinical first degree programmes
   Framework exemption required: ☒ No (please go to section 9)
### Programme Specification UG

<table>
<thead>
<tr>
<th>9. Applicable Ordinance:</th>
<th>Ordinance 37A (general ordinance for undergraduate degrees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New/revised Ordinance required:</td>
<td>☒ No (please go to section 10)</td>
</tr>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date exemption approved by AQSC:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Faculty:</th>
<th>Faculty of Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Level 2 School/Institute:</td>
<td>School of Histories, Languages and Culture</td>
</tr>
<tr>
<td>12. Level 1 unit:</td>
<td>Department of History</td>
</tr>
<tr>
<td>13. Campus:</td>
<td>Main</td>
</tr>
<tr>
<td>14. Other contributors from UoL:</td>
<td>Archaeology, Classics and Egyptology Irish Studies Modern Languages and Cultures</td>
</tr>
<tr>
<td>15. Teaching other than at UoL:</td>
<td>N/A</td>
</tr>
<tr>
<td>16. Director of Studies:</td>
<td>Dr Damien Kempf</td>
</tr>
<tr>
<td>17. Board of Studies:</td>
<td>School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)</td>
</tr>
<tr>
<td>18. Board of Examiners:</td>
<td>School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td>19. External Examiner(s):</td>
<td>Dr Spencer Mawby, Associate Professor, University of Nottingham Dr Simon Yarrow, Senior Lecturer, University of Birmingham Prof William Whyte, Tutorial Fellow</td>
</tr>
</tbody>
</table>
### Part B: Programme Aims & Objectives

#### 26. Aims of the Programme

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To acquire knowledge and understanding of events and historical processes in a range of geographical areas and periods</td>
</tr>
<tr>
<td>2.</td>
<td>To acquire a variety of transferable skills.</td>
</tr>
<tr>
<td>3.</td>
<td>To inculcate critical awareness.</td>
</tr>
<tr>
<td>4.</td>
<td>To develop the ability to weigh arguments and evidence and test hypotheses.</td>
</tr>
<tr>
<td>5.</td>
<td>To develop skills of problem analysis.</td>
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<tr>
<td>6.</td>
<td>To develop skills of clear and accurate presentation, written and oral.</td>
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<tr>
<td>7.</td>
<td>To develop independence of mind.</td>
</tr>
</tbody>
</table>

#### 27. Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Bachelor’s Honour’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The ability to develop and sustain historical arguments and utilise evidence.</td>
</tr>
<tr>
<td>2.</td>
<td>An ability to read, analyse and reflect critically and contextually upon contemporary texts and other primary sources.</td>
</tr>
<tr>
<td>No.</td>
<td>Learning outcomes – Bachelor’s Non-Honour’s degree</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>The ability to develop and sustain historical arguments and utilise evidence.</td>
</tr>
<tr>
<td>2.</td>
<td>An ability to read, analyse and reflect critically and contextually upon secondary evidence.</td>
</tr>
<tr>
<td>5.</td>
<td>An understanding of the varieties of approaches to understanding, constructing and interpreting the past.</td>
</tr>
<tr>
<td>7.</td>
<td>Awareness of continuity and change over extended time spans.</td>
</tr>
<tr>
<td>8.</td>
<td>An understanding of the development of history as a discipline and an awareness of different historical methodologies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Diploma in Higher Education award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The ability to develop and sustain historical arguments and utilise evidence.</td>
</tr>
<tr>
<td>2.</td>
<td>An ability to read, analyse and reflect critically and contextually upon secondary evidence.</td>
</tr>
<tr>
<td>5.</td>
<td>An understanding of the varieties of approaches to understanding, constructing and interpreting the past.</td>
</tr>
</tbody>
</table>
7. Awareness of continuity and change over extended time spans.

### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning outcomes – Certificate in Higher Education award</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>5.</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>HIST106, 115, 116 117, 118, Year 2 (15 credit), Year 2 (30 credit), HIST396, Year 3 (15 credit Advanced) and Year 3 (Special Subject).</td>
<td>Essay, Group Presentation, Project Report, Exam, and Dissertation.</td>
<td>QAA, 2014, 3.1 (1-4)</td>
</tr>
<tr>
<td>2.</td>
<td>HIST116, 118, Year 2 (30 credit), and Year 3 (Special Subject).</td>
<td>Essay, Extract Commentary Questions and Exam.</td>
<td>QAA, 2014, 3.1 (4-5)</td>
</tr>
<tr>
<td>3.</td>
<td>HIST115, 116, 117, 118, HIST232, Year 2 (15 credit), Year 2 (30 credit), HIST396, Year 3 (15 credit Advanced) and Year 3 (Special Subject).</td>
<td>Essay, Book Review, Exam, Extract Commentary Questions, and Dissertation.</td>
<td>QAA, 2014, 3.1 (6)</td>
</tr>
<tr>
<td>4.</td>
<td>HIST105, HIST283, HIST232, Year 2 (15 credit), Year 3 (30 credit), Year 3 (15 credit Advanced) and Year 3 (Special Subject).</td>
<td>Individual Seminar Presentation, Seminar Assessment, Essay, Book Review, Extract Commentary Questions and Exam.</td>
<td>QAA, 2014, 3.1 (1-5)</td>
</tr>
</tbody>
</table>
--- | --- | ---
7. HIST115, 117 and 118 | Essay and Exam. | QAA, 2014, 3.1 (2,4)
--- | --- | ---
--- | --- | ---
--- | --- | ---
10. HIST396 and Year 3 (Special Subject). | Essay, Extract Commentary | QAA, 2014, 3.1 (1-4, 8)
--- | --- | ---

### 28. Skills and Other Attributes

No. | Skills and attributes:
--- | ---
1. | Confidence, independence of mind and time-management.
2. | Good time-keeping and readiness to accept responsibility.
3. | Team-working, respect for others reasoned views, flexibility and adaptability.
5. | Digital research skills.
6. | Problem solving, exchanging information and decision-making skills.
7. | Listening, questioning and creative thinking.
8. | Structure, coherence, clarity and fluency of oral expression.
9. | Structure, coherence, clarity and fluency of written expression.
10. | Application of information technology.
11. | Positive attitude, appropriate assertiveness, initiative and self-direction.
12. | Planning and organisational skills.
13. | Understanding, intellectual integrity and being sensitive to different cultures.
### 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>Practised in all modules.</td>
<td></td>
<td>Not formally assessed.</td>
</tr>
<tr>
<td>2.</td>
<td>Practised in all modules.</td>
<td></td>
<td>Not formally assessed.</td>
</tr>
<tr>
<td>3.</td>
<td>HIST105, 115, 116, 117, 118, HIST283, HIST232, Year 2 (15 credit), Year 2 (30 credit), HIST320, Year 3 (15 credit Advanced) and Year 3 (Special Subject).</td>
<td>Individual Seminar Presentation, Seminar Assessment, Essay, Book Review, Extract Commentary Questions, Poster, Case Study and Project Proposal.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>HIST106, 115, 116, 117, 118, HIST283, HIST232, Year 2 (15 credit), Year 2 (30 credit), HIST320, HIST396, Year 3 (15 credit Advanced) and Year 3 (Special Subject).</td>
<td>Group Presentation, Book Review, Essay, Extract commentary Questions, Exam, Poster, Case Study, Project Proposal and Dissertation.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Practised in all modules.</td>
<td></td>
<td>Not formally assessed.</td>
</tr>
<tr>
<td>7.</td>
<td>Practised in all modules.</td>
<td></td>
<td>Not formally assessed.</td>
</tr>
<tr>
<td>8.</td>
<td>HIST105, 106, Year 2 (30 credit) and Year 3 (Special Subject).</td>
<td>Individual Seminar Presentation, Seminar Assessment, Group Presentation, Essay, Extract Commentary Questions and Exam.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>HIST105, 115, 116, 117, 118, HIST283, HIST232, Year 2 (15 credit), Year 2 (30 credit)</td>
<td>Essay, Individual Presentation, Seminar Assessment, Book</td>
<td></td>
</tr>
</tbody>
</table>
Programme Specification UG

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>credit), HIST320, HIST396, Year 3 (15 credit) and Year 3 (Special Subject).</td>
<td>Review, Extract Commentary Questions, Poster, Exam, Case Study, Project Proposal and Dissertation.</td>
</tr>
<tr>
<td>10</td>
<td>HIST105, 232 and 396</td>
<td>Seminar Presentation and Dissertation.</td>
</tr>
<tr>
<td>11</td>
<td>HIST105, 232 and 396</td>
<td>Seminar Presentation and Dissertation.</td>
</tr>
<tr>
<td>12</td>
<td>HIST105, 232 and 396</td>
<td>Seminar Presentation and Dissertation.</td>
</tr>
<tr>
<td>13</td>
<td>Practised in all modules.</td>
<td>Not formally assessed.</td>
</tr>
<tr>
<td>14</td>
<td>Practised in all modules.</td>
<td>Not formally assessed.</td>
</tr>
</tbody>
</table>

29. **Career opportunities:**

History is a very practical subject because it requires an understanding of how people interact and why they forge the views they do. It requires students to learn about other countries, societies and cultures other than their own. Moreover all this information has to be located and situated in context – distinguishing between myth, propaganda and plain lies. This all has to be reduced and presented in an essay or thesis frequently supported by data and graphs. Clearly these general skills can be applied to a variety of careers. For example, teaching, the civil service, the armed forces and police, commerce and finance, administration, museum and library work, the media and the professions. Many students with a history degree go on to have successful careers as barristers or solicitors; this domain requires skills to research the history of legal cases looking for precedents, property records or simply local sources. In general, many of the areas outlined above require the kind of research, independence of mind, team playing, written and oral skills that are inculcated by a degree in history.

Part C: Entrance Requirements

30. **Academic Requirements:**

The entry requirement for History is AAA-AAB.

31. **Work experience:**

   N/A

32. **Other requirements:**

   N/A

### Part D: Programme Structure

33. **Programme Structure:**

    **Year 1 (FHEQ Level 4)**

    **Semester 1**
    - HIST105 - History Matters (15 credits) *(required)*
    - HIST115 - Religion, Politics and Society c.800-1700 (15 credits) *(required)*
    - HIST117 - Politics, Economy and Society in Europe, 1870-1939 (15 credits) *(required)*
    - Minor Subject (15 credits)

    **Semester 2**
    - HIST106 - Exploring History (15 credits) *(required)*
    - HIST116 - Britain since 1851 (15 credits) *(required)*
    - HIST118 - The Atlantic World (15 credits) *(required)*
    - Minor Subject (15 credits)

    **Year 2 (FHEQ Level 5)**

    **Semester 1**
    - HIST283 - Rethinking History (15 credits) *(required)*
    - 1 x 15-credit optional module
    - 1 x 30-credit optional module

    **15-credit optional modules**
    - ALGY210 – Ancient Warfare
    - HIST203 – Chairman Mao and Twentieth-Century China
    - HIST219 – “Rule, Britannia!” British Identities, 1707-1748
    - HIST239 – Health and Medicine in Modern Society
    - HIST243 – War, Nationalism and Society in Europe, 1792-1801
    - HIST262 – The Vikings in Britain and Ireland
    - HIST293 - War, Famine, Pestilence and Death: Europe and the Mediterranean from the Fall of Rome to the Rise of Islam
    - HLAC211 – HLC Volunteering and Experience 1
    - IRIS203 – Revolutionary Road I
    - IRIS233 – Cultural Geographies of Ireland
    - MODL202 – Propaganda and Censorship
    - MODL205 – German Cinema from the Expressionism to the Present
30-credit optional modules

HIST254 – Empire and Humanitarianism: British experiences, 1770-1970
HIST263 – British Society and the First World War
HIST264 – Testing Times: France in the Twentieth Century
HIST282 – Colonial Empires of the Early Modern World
HIST278 - Testimony and Truth: (re)constructing the Latin American past

**Semester 2**

HIST232 - The Historian’s Craft (15 credits) *(required)*
1 x 15-credit optional module
1 x 30-credit optional module

15-credit optional modules

ALGY288 – The Sumerians
HIST204 – American Slavery
HIST220 – Crime and Deviance in the Modern World
HIST226 – Africa in the Nineteenth Century – From Slave Trade to Colonial Rule
HIST241 – Eastern Europe: economy and society, 1918-1945
HIST244 – War, Nationalism and Society in Europe, 1803-1815
HIST250 – After the War: British society and culture, c1918-1930
HIST277 – Projecting China: An Introduction to Chinese History and Cinema
HIST285 – Europe since 1945: an emotional History
HIST297 - Animals and Beasts in the Middle Ages
HLAC200 – Living the Global Eighteenth Century
HLAC202 – Jews, Gypsies and Blacks: finding the outsiders’ Germany, 1750-1950
HLAC212 – HLC Volunteering and Experience 2
IRIS204 – Revolutionary Road II
IRIS220 – The Transformation of Ireland, 1923-2000
MODL201 – The Cinematic City
MODL203 – The Italian Cinema

30-credit optional modules

HIST205 – Racism and Resistance in the United States: African Americans since slavery
HIST238 – The Cultural Cold War
HIST242 – Colonial Cosmovisions: the Christianisation of Hispanic America
HIST251 – Conquest and Encounter: from Rome to Americas
HIST266 – Church and Society in Late Medieval and Reformation England

**Year 3 (FHEQ Level 6)**

**Semester 1**

2 x 15-credit optional modules
1 x Special Subject (30 credits)

Optional modules
ALGY336 – Ancient Greek Colonisation and British Imperial Thought (15 credits)
HIST301 – Industrialisation in Britain, 1688-1763 (15 credits)
HIST304 – Vikings in Ireland (15 credits)
HIST305 – Revolution, Repression, Memory in Twentieth-Century Latin America (15 credits)
HIST307 – Slaveries in the Atlantic World (15 credits)
HIST313 – Africa in the Twentieth-Century: A Social and Economic History (15 credits)
HIST321 – Arts of Power: kingship in early modern England and France (15 credits)
HIST333 – Eastern Europe: economy and society since 1945 – socialism ascending (15 credits)
HIST392 – British Society and the First World War (15 credits)
IRIS305 – The Irish in Nineteenth-Century Britain, USA and Australia (15 credits)
IRIS315 – Troubled Times: the politics of conflict in Northern Ireland, 1960-Present (15 credits)

Special Subjects

HIST300 – History of Chinese Medicine: tradition and modernity (30 credits)
HIST309 – The Henrician Reformation (30 credits)
HIST319 – Invented Histories: British Uses of the Past (30 credits)
HIST332 – Confronting Catastrophe? Environmental Histories of Britain, Europe and the United States since 1800 (30 credits)
HIST353 – Global Nuclear Cultures (30 credits)
HIST360 – Digital Histories of Culture and Society in Twentieth-Century Britain (30 credits)
HIST361 – The Age of Catastrophe: Politics, Culture and the Self in Europe 1930-1950 (30 credits)
HIST362 – Charlemagne (30 credits)
HIST391 – The Empire Strikes Back (30 credits)
HIST423 – The Common Cause: Britain, Spain and the war against Napoleon, 1808-1814 (30 credits)

Semester 2

HIST320 - Uses of the Past (15 credits) (required)
HIST396 - Dissertation (30 credits) (required)
1 x 15-credit optional module

Optional modules

HIST308 – Emancipations in the Atlantic World (15 credits)
HIST328 – Murderous Cities: crisis and reform in New York and London, 1840-1920 (15 credits)
HIST334 – Eastern Europe: economy and society since 1945 – socialism in decline and post-socialism (15 credits)
HIST346 – Age of Reason: the social impact of the European Enlightenment (15 credits)
IRIS314 – Sexuality, emancipation and repression: Women in Ireland, 1800-1939 (15 credits)
34. Industrial placement/work placement/year abroad:

**Study Abroad**
Study Abroad (outside Europe) and Erasmus (within Europe) exchanges are available at a number of approved partner institutions. Study Abroad placements will be arranged by the relevant departmental Study Abroad co-ordinator, who will advise students on suitable module choices within the chosen partner institution in negotiation with the individual student to ensure that they are appropriate to their needs and equate with the training needs of the student’s programme. During the period of Study Abroad, responsibility for supervision will be with the overseas host institution in accordance with their standard practices. Study Abroad most commonly consists of a one or two semesters of study at a partner institution during the second year of study, although other forms of arrangement will be considered by negotiation with the relevant Director of Studies. Students will be assessed by the host department, using the assignments and methods appropriate to the modules chosen by the visiting student.

**Work Placements**
Students can undertake a 15-credit module (HLAC211 or HLAC212) during their second year that provides an opportunity to gain credit for experience gained in a placement with a local business, public sector or voluntary organisation or cultural provider. The placement is related to each student’s field of study. The assessment is based on an oral presentation on the work-placement project and a portfolio-style report. Students are supported in the preparation of the assessment by an academic supervisor with whom they meet regularly.

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

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

36. Learning, Teaching and Assessment Strategies:

The strategies for teaching, learning and assessment have been co-ordinated with those for other pathways offered in the School, and are set out in the Histories, Languages and Cultures Undergraduate Student Guide.

The History programme is taught through a combination of lectures and small group work. Year 1 is meant to facilitate the transition from A-levels to university-level study. Students are introduced to different geographical and chronological areas and learn the research skills that will form the core of their History degree. In the first year, the balance leans towards lectures, although students have regular seminars in all the core modules HIST105, HIST106, HIST115, HIST116, HIST117 and HIST 118. In Year 2 students have the opportunity to explore certain themes and areas in more depth and develop
their analytical and critical skills through a wide range of optional modules. Optional modules in general include fewer lectures and more small-group work. Year 3 enables students to focus on a specific topic and engage more fully with primary sources through a Special Subject in the first semester and their dissertation in the second semester, thereby enhancing students’ skills in independent study and time management. Year 3 mostly revolves around student-led seminars and one-to-one supervision of dissertations.

Seminars, discussion groups of up to 15 students, are an integral part of every taught unit and take a variety of forms designed to encourage the development of skills of oral presentation, e.g. student presentations generating discussion, discussions based on prepared reading, buzz groups exploring aspects of the topic and reporting back on aspects of a wider problem etc. The Department of History also uses e-delivery through the VITAL virtual learning environment, which supports learning in many other modules.

The Department operates a scheme of peer observation of teaching to monitor and maintain the effectiveness of its teaching.

All tutors keep office hours when they are available to see students on a drop-in basis and students may also contact tutors by arrangement.

36a. Learning, Teaching and Assessment methods:

This programme is assessed by a combination of unseen, traditional written examinations and a variety of continuous assessment produced with full access to library and multi-media resources. Continuous assessment takes a variety of forms, including essays, short critical assessments, historiographical reviews and commentaries on primary sources. In addition Level 2 30-credit modules include 10% assessment based on seminar performance. All forms of assessment test a range of historical skills, and students are prepared for this through clear indication of marking criteria. The dissertation is a specific third-year form of assessment, designed to assess independent learning in addition to mastery of the full range of historical skills. Details of the assessment method for each module are contained in module hand-outs given to students at the beginning of each module, and can be accessed on-line from the list of module descriptors on the Department of History web pages. Personal Development tutoring is integrated in the level 1 study skills module (HIST 105) which the students take with their Personal Tutor. Throughout the programme, Personal Tutors mentor their students and provide individual feedback to students on their progress.

At Level 4, modules are assessed in both semesters by an essay [= 50%] and a two-hour written examination [=50%]. HIST105 is assessed by a variety of tasks; HIST106 by oral presentation and a logbook recording project development.

At Level 5, 15-credit modules are assessed in both semesters by an essay [=30%] and either a two-hour written examination or 3000-word essay [=70%]. 30-credit modules are assessed in both semesters by seminar performance [=10%], two pieces of coursework [=15%+35%], and a two-hour written examination [=40%]. HIST232 is assessed by an extended review of a key text.
At Level 6, Advanced modules are assessed in both semesters by an essay [30%] and either a two-hour written examination or 3000-word essay [70%]. The Special Subject modules are assessed in both semesters by a set of extract commentaries [15%] an essay [35%], and a three-hour written examination [50%].

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.

WRITTEN WORK

Below is set out a quick guide, and a more detailed tabular list of marking descriptors, setting out qualities which examiners look for at different levels.

Failed work (39% or below) is almost wholly lacking in reasoned argument and displays little or no evidence of serious, informed engagement with the topic. It is unfocussed, poorly written and has little or no structure. 3rd class work (40 - 49%) shows some evidence of engagement with the topic, but lacks focus (pays little attention to the question posed), is poorly organised, fails to develop a coherent argument and is haphazard in the use of
supporting evidence.

**II.2 class work (50 - 59%)** tends to be descriptive rather than analytical in approach, makes less than rigorous use of supporting evidence, and drifts on and off the questions posed.

**II.1 class work (60 - 69%)** shows an awareness of the relevant issues, is well-focussed (directly confronting the question posed), well-documented (with the use of suitable supporting evidence), and analytical in approach.

**1st class work (70% and above)** displays the qualities of a 2.1 but contains additional qualities such as fluency of expression, breadth of knowledge, critical understanding of historiography, awareness of the quality of the evidence used by historians, sophistication of analysis, and independence of thought.

Because the first class band is unique in having a range of 30 marks rather than 10, and because external examiners encourage the use of the full range of marks where appropriate and merited, there are additional descriptors for this band.

**INDIVIDUAL PRESENTATIONS**

Below is set out a quick guide, and a more detailed tabular list of marking descriptors, setting out qualities which examiners look for at different levels.

**Failed work (39% or below)** Presentation wholly or almost wholly flawed. Aims totally unclear or not stated. Practically no evidence of research or adequate preparation. Delivery almost completely lacking in coherence and difficult to hear or understand. Inability to answer questions. Visual aids lacking or largely inappropriate.

Note: Students absent without valid reason will automatically fail.

**3rd class work (40 - 49%)** Flaws in a number of aspects of the presentation. Aims largely unclear or not adequately stated, research is inadequate, material thin or poorly explained, delivery hesitant or difficult to hear, a failure to maintain interest. Limited responses or factually incorrect responses to questions. Delivery poorly structured. Visual aids there for the sake of it.

**II.2 class work (50 - 59%)** As above, but with less sign of preparation, although it is clear effort has been made to meet the requirements of the assignment. Some attempt made to state aims but these are unclear. Some research is lacking in relevance or is at inappropriate level for first year undergraduate work. Responses to questions are hesitant. Timekeeping problems due to lack of adequate preparation. Visual aids often irrelevant or unclear.

**II.1 class work (60 - 69%)** Sound performance demonstrating average standard in all aspects. Performance demonstrates evidence of good preparation. Aims are stated, content largely relevant and shows some evidence of research, attempts made to explain material. Responses to questions vary in depth of knowledge. Presentation is structured but does not quite fit the time allowed. Presenter attempts to speak clearly and to maintain eye contact with audience. Visual aids vary in quality and relevance.

**1st class work (70% and above)** High standard in all aspects. Evidence of a high standard of preparation. Student delivers a ‘seamless’ performance. Aims are clearly stated, content relevant and shows research at an appropriate level, explanations are clear. Knowledgeable responses to questions. Presentation well paced for the time allowed. Confident delivery by presenter, listening made easy by changes of tone, eye contact, voice level. Visual aids are visible and relevant to the presentation.

**GROUP PRESENTATIONS**
Below is set out a quick guide, and a more detailed tabular list of marking descriptors, setting out qualities which examiners look for at different levels.

**Failed work (39% or below)** Presentation almost wholly flawed. Aims totally unclear or not stated. Practically no evidence of research or adequate preparation. Delivery almost completely lacking in coherence and difficult to hear or understand. Inability to answer questions. Almost total lack of cooperation between members of group. Visual aids lacking or largely inappropriate.

Note: Students absent without valid reason will automatically fail.

**3rd class work (40 - 49%)** Flaws in a number of aspects of the presentation. Aims largely unclear or not adequately stated, research is inadequate, material thin or poorly explained, delivery hesitant or difficult to hear, a failure to maintain interest. Limited responses or factually incorrect responses to questions. Delivery poorly structured - inadequate preparation or co-operation between members of group. Visual aids there for the sake of it.

**II.2 class work (50 - 59)** As above, but with less sign of co-operation, although it is clear efforts have been made to meet the requirements of the assignment. Some attempt made to state aims but these are unclear. Some research is lacking in relevance or is at inappropriate level for first year undergraduate work. Responses to questions are hesitant. Delivery varies in quality and contributions of each member vary in length due to timekeeping problems. Visual aids often irrelevant or unclear.

**II.1 class work (60 - 69%)** Sound performance demonstrating average standard in all aspects. Performance demonstrates evidence of teamwork and co-operation. Aims are stated, content largely relevant and shows some evidence of research, attempts made to explain material. Responses to questions vary in depth of knowledge. Presentation is structured but does not fit the time allowed which may be due to lack of co-operation, rehearsal or confidence. One or more presenters attempt to speak clearly and to maintain eye contact with audience.

Visual aids vary in quality and relevance.

**1st class work (70% and above)** High standard in all aspects. Students deliver a ‘seamless’ performance. Aims are clearly stated, content relevant and shows research at an appropriate level, explanations are clear. Knowledgeable responses to questions. Presentation well paced for the time allowed. Confident delivery by presenters, listening made easy by changes of tone, eye contact, voice level. Visual aids are visible and relevant to the presentation.

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**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/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 University Student Representation Steering Group, 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 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/](http://www.liv.ac.uk/diversity-and-equality/policies/)).

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

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

**Annex 1**
Annex of Modifications Made to the Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Change to Director of Studies</td>
<td>Major</td>
<td></td>
<td></td>
<td>2016/17</td>
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<tr>
<td>2. New External Examiner (to be appointed)</td>
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<td>3. Changes to work placement module (HLAC212)</td>
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<tr>
<td>4. Changes to programme structure at Levels 5 and 6</td>
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