**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:**
   - History

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 2014

6. **Frequency of intake:**
   - Annually

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)

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

9. **Applicable Ordinance:**
   - Ordinance 37A (general ordinance for undergraduate degrees)
### New/revised Ordinance required:
- ☒ No (please go to section 9)
- ☐ Yes (please provide a brief summary below)

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

10. Faculty:
- Faculty of Humanities and Social Sciences

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

12. Level 1 unit:
- Department of History

13. Campus:
- Main

14. Other contributors from UoL:
- Archaeology, Classics and Egyptology
- Irish Studies
- Modern Languages and Cultures

15. Teaching other than at UoL:
N/A

16. Director of Studies:
- Dr Damien Kempf

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 Spencer Mawby</td>
<td>University of Nottingham</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr Simon Yarrow</td>
<td>University of Birmingham</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Prof William Whyte</td>
<td>University of Oxford</td>
<td>Tutorial Fellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New External Examiner yet to be appointed for 2016/17</td>
</tr>
</tbody>
</table>

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

21. QAA Subject benchmark Statements(s):
- History (2014)
22. Other reference points: N/A

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

24. Additional costs to the student: Reasonable costs associated with printing and text books

25. AQSC approval: Major modifications: August 2016

Part B: Subject Component Aims & Objectives

26. Aims of the subject component

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

27. Learning Outcomes

No. Learning outcomes – Bachelor’s Honour’s degree

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</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>3.</td>
<td>An ability to read, analyse and reflect critically and contextually upon secondary evidence.</td>
</tr>
<tr>
<td>4.</td>
<td>An appreciation of the complexity of reconstructing the past, including the problematic and varied nature of historical evidence.</td>
</tr>
<tr>
<td>5.</td>
<td>A command of comparative perspectives, identifying and assessing similarity and difference by temporal and/or spatial comparison.</td>
</tr>
</tbody>
</table>
6. Awareness of continuity and change over extended time spans.

### Learning Outcomes

#### No. Learning outcomes – Bachelor’s Non-Honour’s degree

1. The ability to develop and sustain historical arguments and utilise evidence.
2. An ability to read, analyse and reflect critically and contextually upon secondary evidence.
3. An understanding of the varieties of approaches to understanding, constructing and interpreting the past.
4. Awareness of continuity and change over extended time spans.

#### No. Learning outcomes – Diploma in Higher Education award

1. The ability to develop and sustain historical arguments and utilise evidence.
2. An ability to read, analyse and reflect critically and contextually upon secondary evidence.
3. An understanding of the varieties of approaches to understanding, constructing and interpreting the past.

#### No. Learning outcomes – Certificate in Higher Education award

1. The ability to develop and sustain historical arguments and utilise evidence.
2. An ability to read, analyse and reflect critically and contextually upon secondary evidence.

### 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>HIST115, 116, 117, 118, Year 2 (15 credit), Year 3 (15 credit)</td>
<td>Essay, Group Presentation, Project Report, Exam, and Dissertation.</td>
<td>QAA, 2014, 3.1 (1-4)</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>Confidence, independence of mind and time-management.</td>
</tr>
<tr>
<td>2.</td>
<td>Good time-keeping and readiness to accept responsibility.</td>
</tr>
<tr>
<td>3.</td>
<td>Team-working, respect for others reasoned views, flexibility and adaptability.</td>
</tr>
<tr>
<td>5.</td>
<td>Digital research skills.</td>
</tr>
<tr>
<td>6.</td>
<td>Problem-solving, exchanging information and decision-making skills.</td>
</tr>
<tr>
<td>7.</td>
<td>Listening, questioning and creative thinking.</td>
</tr>
<tr>
<td>8.</td>
<td>Structure, coherence, clarity and fluency of oral expression.</td>
</tr>
<tr>
<td>9.</td>
<td>Structure, coherence, clarity and fluency of written expression.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and other attributes</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>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Practised in all modules.</td>
<td></td>
<td>Not formally assessed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST115, 116, 117, 118, HIST283</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practised in all modules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Practised in all modules.</td>
<td></td>
<td>Not formally assessed.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td>Individual Seminar Presentation, Seminar</td>
<td></td>
</tr>
</tbody>
</table>
Honours Select Subject Component

| 9. | Practised in all modules. |
| 10. | Practised in all modules. |
| 11. | Practised in all modules. |
| 12. | | |
| 13. | | |
| 14. | | |
| HIST115, 116, 117, 118, HIST283, HIST232, Year 2 (15 credit), HIST320, HIST396, Year 3 (15 credit) | Assessment, Group Presentation, Essay, Extract Commentary Questions and Exam. |
| HIST232 | Seminar Presentation and Dissertation. |
| HIST232 | Seminar Presentation and Dissertation. |
| HIST232 | Seminar Presentation and Dissertation. |

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:**

   There are no specific entry requirements for the minor subject.

31. **Work experience:**

   N/A

32. **Other requirements:**

   N/A

Part D: Subject Component Structure

33. **Subject Component Structure:**

   **Year 1 (FHEQ Level 4)**

   **Semester 1**
   - HIST115 - Religion, Politics and Society c.800-1700 (15 credits)
   - OR
   - HIST117 - Politics, Economy and Society in Europe, 1870-1939 (15 credits)

   **Semester 2**
   - HIST116 - Britain since 1851 (15 credits)
   - OR
   - HIST118 - The Atlantic World (15 credits)

   **Year 2 (FHEQ Level 5)**

   **Semester 1**
   - 15 credits of optional modules

   **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
   - HIST283 - Rethinking History (15 credits)

   - HIST293 - War, Famine, Pestilence and Death: Europe and the Mediterranean from the Fall of Rome to the Rise of Islam
   - IRIS203 – Revolutionary Road I
   - IRIS233 – Cultural Geographies of Ireland
MODL202 – Propaganda and Censorship
MODL205 – German Cinema from the Expressionism to the Present

**Semester 2**
15 credits of optional modules

**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 Colonia Rule
HIST232 - The Historian’s Craft (15 credits)
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
IRIS204 – Revolutionary Road II
IRIS220 – The Transformation of Ireland, 1923-2000
MODL201 – The Cinematic City
MODL203 – The Italian Cinema

**Year 3 (FHEQ Level 6)**

**Semester 1**
15 credits of optional modules

**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 – Slaveris 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)

**Semester 2**
15 credits of optional modules
Optional modules

HIST308 – Emancipations in the Atlantic World (15 credits)
HIST320 - Uses of the Past (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)
IRIS330 – Gender and the Law in Ireland (15 credits)
MODL320 – Mediterranean Connections (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.

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. 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, Year 3 mostly revolves around student-led seminars, thereby enhancing students’ skills in independent study and time management.

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 or via e-mail.

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 which are contained in the Department's Undergraduate Student Guide. 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 a two-hour written examination [=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 a two-hour written examination [=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.

**Marking criteria:**

**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.

---

### Part F: Student Representation And Feedback

#### 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:...
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 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

38. 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 (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 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>
| 1. Change to Director of Studies  
2. New External Examiner (to be appointed)  
3. Structure at Levels 5 and 6 | Major | | | 2016/17 |