### 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Subject component title:</strong> History</td>
</tr>
</tbody>
</table>
| 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)  
60  
Credit in year 2 (level 5)  
60  
Credit in year 3 (level 6)  
60 |
| 5. | **Date of first intake:** September 2014 |
| 6. | **Frequency of intake:** Annually, in September |
| 7. | **Duration and mode of study:** 3 years, full time |
| 8. | **Applicable framework:** Model for non-clinical first degree programmes |
|   | **Framework exemption required:**  
☑️ No (please go to section 9)  
☐ Yes (please provide a brief summary below) |
<p>|   | <strong>N/A</strong> |
| 9. | <strong>Applicable Ordinance:</strong> Ordinance 37 (general ordinance for undergraduate degrees) |</p>
<table>
<thead>
<tr>
<th><strong>New/revised Ordinance required:</strong></th>
<th>☒ No (please go to section 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date new/revised Ordinance approved by Council:</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Faculty:</strong></td>
<td>Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td><strong>Level 2 School/Institute:</strong></td>
<td>School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td><strong>Level 1 unit:</strong></td>
<td>Department of History</td>
</tr>
<tr>
<td><strong>Campus:</strong></td>
<td>Main</td>
</tr>
<tr>
<td><strong>Other contributors from UoL:</strong></td>
<td>Archaeology, Classics and Egyptology, Irish Studies, Modern Languages and Cultures</td>
</tr>
<tr>
<td><strong>Teaching other than at UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Director of Studies:</strong></td>
<td>Dr Graeme Milne</td>
</tr>
<tr>
<td><strong>Board of Studies:</strong></td>
<td>School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)</td>
</tr>
<tr>
<td><strong>Board of Examiners:</strong></td>
<td>School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td><strong>External Examiner(s):</strong></td>
<td>Dr Spencer Mawby, University of Nottingham, Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Dr Simon Yarrow, University of Birmingham, Senior Lecturer</td>
</tr>
<tr>
<td></td>
<td>Prof William Whyte, University of Oxford, Tutorial Fellow</td>
</tr>
<tr>
<td></td>
<td>New External Examiner yet to be appointed for 2017/18.</td>
</tr>
<tr>
<td><strong>Professional, Statutory or Regulatory body:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>QAA Subject benchmark Statements(s):</strong></td>
<td>History (2014)</td>
</tr>
<tr>
<td><strong>Other reference points:</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
23. **Fees:**

   Standard home/EU and international rates for undergraduate programmes

24. **Additional costs to the student:**

   Students may choose to purchase text books or print materials at their discretion.

25. **University Approval Panel approval:**

26. **Aims of the subject component**

   **No.** **Aim:**
   
   1. To inculcate knowledge and understanding of historical processes in a range of geographical areas and chronological periods in the past.
   
   2. To inculcate a variety of transferable skills.
   
   3. To inculcate critical awareness.
   
   4. To develop the ability to weigh arguments and evidence and test hypotheses.
   
   5. To develop skills of problem analysis.
   
   6. To develop skills in clear and accurate presentation, written and oral.
   
   7. To develop independence of mind.

27. **Learning Outcomes**

   **No.** **Learning outcomes – Bachelor’s Honour’s degree**
   
   1. An ability to read, analyse and reflect critically and contextually upon primary sources.
   
   2. An ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians.
   
   3. An understanding of comparative perspectives, through the ability to identify and to assess similarity and difference by temporal and/or spatial comparison.
   
   4. Understanding of continuity and change over extended time spans.
   
   5. An understanding of the development of different historiographies and an awareness of different historical approaches.
   
   6. An ability to design, research and present a sustained and independently-conceived piece of historical writing.

**Learning Outcomes**

**No.** **Learning outcomes – Bachelor’s Non-Honours degree**
1. An ability to read, analyse and reflect critically and contextually upon primary sources.

2. An ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians.

3. An understanding of comparative perspectives, through the ability to identify and to assess similarity and difference by temporal and/or spatial comparison.

4. Understanding of continuity and change over extended time spans.

5. An understanding of the development of different historiographies and an awareness of different historical approaches.

Learning Outcomes

No. Learning outcomes – Diploma in Higher Education award

2. An ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians.

3. An understanding of comparative perspectives, through the ability to identify and to assess similarity and difference by temporal and/or spatial comparison.

4. Understanding of continuity and change over extended time spans.

5. An understanding of the development of different historiographies and an awareness of different historical approaches.

Learning Outcomes

No. Learning outcomes – Certificate in Higher Education award

2. An ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians.

3. An understanding of comparative perspectives, through the ability to identify and to assess similarity and difference by temporal and/or spatial comparison.

4. Understanding of continuity and change over extended time spans.

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>All level 6 semester 1 modules</td>
<td>Essay</td>
<td>QAA, 2014, 8.1.3</td>
</tr>
<tr>
<td></td>
<td>HIST396/ HIST394</td>
<td>Dissertation/ Research essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST320</td>
<td>Presentation and poster</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Delivered in all modules, assessed in:</td>
<td>Coursework</td>
<td>QAA, 2014, 8.1.4</td>
</tr>
<tr>
<td></td>
<td>HIST105, 114</td>
<td>Essay; exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST115, 116, 117</td>
<td>Essay/ exam; Oral presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All level 5 modules.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Honours Select Subject Component

<table>
<thead>
<tr>
<th>All level 6 semester 1 modules</th>
<th>Essay</th>
<th>Dissertations/ Research essay</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST396 / HIST394</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. HIST114, 115, 116, 117.

Coursework; Exam.

QAA, 2014, 8.1.8

4. HIST114, 115

Level 5 modules taken collectively; programme structure requires students to experience chronological breadth.

Coursework; exam

Essay/ exam; Oral presentation

QAA, 2014, 8.1.9

5. Delivered in all modules; assessed in HIST105

All level 5 modules.

Coursework

Essay/ exam; Oral presentation

QAA, 2014, 8.1.10

6. HIST396/ HIST394

Dissertation/ Research essay

QAA, 2014, 8.1.11

### Skills and Other Attributes

**No.**  **Skills and attributes:**

1. Confidence, independence of mind, responsibility, organisation and time-management.

2. The ability to work collaboratively and to participate in group discussion

3. Gathering, analysing and organising information, including online and digital resources.

4. Structure, coherence, clarity and fluency of oral expression.

5. Structure, coherence, clarity and fluency of written expression

### Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>28a. Mapping of skills and other attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills and other attributes No.</strong></td>
</tr>
<tr>
<td><strong>Module(s) in which this will be delivered and assessed</strong></td>
</tr>
<tr>
<td><strong>Learning skills, employability skills</strong></td>
</tr>
<tr>
<td><strong>Mode of assessing achievement of the skill or other attribute</strong></td>
</tr>
<tr>
<td>1. Practised in all modules.</td>
</tr>
<tr>
<td>Assessed in level 6 semester 2 research modules (50%)</td>
</tr>
<tr>
<td>Dissertation/ Research essay</td>
</tr>
</tbody>
</table>
### 29. Career opportunities:

Studying History equips students with a unique set of transferable skills that are now keenly sought by many employers. Students acquire advanced communication skills (written and spoken), extensive organisational skills and high levels of critical analysis. We believe in fostering a high degree of independence in our students, which means that they will emerge as confident and mature graduates, capable of taking responsibility for complex tasks with a mixture of imagination and intellectual rigour.

According to the Association of Graduate Recruiters, employers are looking increasingly for 'softer' skills such as team-work, informed judgement, cultural awareness and leadership. A History degree develops this enviable range of skills, offering a flexible platform on which to base a wide array of career options.

Our graduates progress to a range of careers including: Banking; Law; Financial consultancy; Retail management; National and local government; Charities; Journalism; Publishing; Arts; Heritage and culture organisations; Teaching in schools and universities; Archives and records management. Recent employers include National Museums Liverpool; BBC; Foreign Office; Department for Work and Pensions; HSBC; PricewaterhouseCoopers; Merseyside Police Authority; British Council; Sony Computer Entertainment.
Part C: Entrance Requirements

30. **Academic Requirements:**

For all joint honours (50:50) combinations involving History under Honours Select, the entry requirement is ABB.

Further details are available at [https://www.liverpool.ac.uk/study/undergraduate/courses/history-ba-hons/overview/](https://www.liverpool.ac.uk/study/undergraduate/courses/history-ba-hons/overview/)

31. **Work experience:**

N/A

32. **Other requirements:**

N/A

Part D: Subject Component Structure

33. **Subject Component Structure:**

Students on History 50% take 30 credits in each semester from History and 30 credits from their other subject. The History component only is itemised below.

In Years 2 and 3 students may be able to take modules from other subjects, in addition to those listed here, as part of their History curriculum, provided those modules have been approved by the History Subject Lead as having appropriate content and learning outcomes.

**Year 1 (FHEQ Level 4)**

**Semester 1**
HIST105 - History Matters (15 credits) *(required)*

*And one of*
HIST115 - Religion, Politics and Society c.800-1700 (15 credits)
HIST117 - Politics, Economy and Society in Modern Europe (15 credits)

**Semester 2**
HIST106 – Presenting the Past (15 credits) *(required)*

*And one of*
HIST114 – Global Histories (15 credits)
HIST116 – Modern Britain (15 credits)
### Year 2 (FHEQ Level 5)

#### Semester 1

- **2x 15-credit optional modules from the History approved module list:**

  **15-credit modules**

  - ALGY210 – Ancient Warfare
  - ALGY219 – Democratic Spaces
  - FILM201 – Cinematic City
  - FILM202 – Propaganda and Censorship
  - GRMN218 – Culture in the Weimar Republic
  - GRMN220 – Culture and Politics in the German Democratic Republic
  - HIST203 – Chairman Mao and Twentieth Century China
  - HIST215 – America’s Emergence to World Power: US foreign relations from McKinley to Truman
  - HIST219 – Enlightenment: ideas, politics and society in 18th Century Europe
  - HIST229 – The Politics of Gender: male and female rule in early modern Europe
  - HIST239 – From Cradle to Grave: British health and medicine since 1750
  - HIST242 – Colonial Cosmovisions: indigenous and Christian worldviews in the Americas
  - HIST257 – Revolutionary Russia, 1825-1938
  - HIST261 – Subaltern Histories of the Early Caribbean
  - HIST262 – The Vikings in Britain and Ireland
  - HIST266 – Culture and Belief in Late Medieval England
  - HIST269 – The Hundred Years’ War: England and France at war, 1337-1453
  - HIST271 – The Pursuit of Happiness: American revolutions, 1720-1812
  - HIST272 – The Industrial Revolution in Britain
  - HIST277 – Projecting China: an introduction to Chinese history and cinema
  - HIST279 – The First Reich: Germany under the Ottonians and Salians, 919-1125
  - HIST282 – The Conquest of Mexico: violence, memory and legacy
  - HIST288 – Human Rights in History
  - HIST295 – Making America: North America from ‘first contact’ to revolution
  - HIST297 – Animals and Beasts in the Middle Ages
  - HIST804 – Conflict and Conciliation: Ireland, 1870-1923
  - HLAC205 – Making Heritage Happen
  - HLAC211 – HLC Volunteering and Work Placement I

#### Semester 2

- **2 x 15-credit optional modules from the History approved module list:**

  **15-credit modules**

  - ALGY234 – Roman Britain
  - ALGY288 – The Sumerians
  - FILM203 – Italian Cinema
  - FILM205 – German Cinema from Expressionism to the Present
  - HIST206 – Christian Bodies, 200-800 BC
  - HIST209 – Liverpool: history and heritage
  - HIST210 – Possible Futures: utopian and dystopian thought
  - HIST216 – The Korean War to the War on Terror: US foreign relations since 1950
  - HIST220 – Crime and Deviance in the Modern World
  - HIST231 – Cinema and the Making of Modern India
### Honours Select Subject Component

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST233</td>
<td>Politics, Finance and Culture in England, 1660-1815</td>
</tr>
<tr>
<td>HIST248</td>
<td>East-Central Europe, 1740-1990</td>
</tr>
<tr>
<td>HIST250</td>
<td>Lady to Ladette: gender, society and culture in 20th Century Britain</td>
</tr>
<tr>
<td>HIST251</td>
<td>Conquest and Encounter: from Caesar to the Americas</td>
</tr>
<tr>
<td>HIST252</td>
<td>Poverty, Chastity and Obedience: the monastic life in late medieval Europe, 1300-1550</td>
</tr>
<tr>
<td>HIST254</td>
<td>Empire and Humanitarianism: responsibility, neglect and the imperial Mission</td>
</tr>
<tr>
<td>HIST264</td>
<td>Testing Times: French history from the commune to Charlie Hebdo, 1871-2015</td>
</tr>
<tr>
<td>HIST268</td>
<td>Bodies and Power: encounters in modern American health, medicine and society</td>
</tr>
<tr>
<td>HIST273</td>
<td>The Meaning of Freedom in the Modern Caribbean</td>
</tr>
<tr>
<td>HIST285</td>
<td>Europe since 1945: an emotional history</td>
</tr>
<tr>
<td>HIST292</td>
<td>Practical Pieties: moderates and radicals in early modern England, 1560-1625</td>
</tr>
<tr>
<td>HIST293</td>
<td>War, Pestilence, Famine and Death: Europe and the Mediterranean from the fall of Rome to the rise of Islam</td>
</tr>
<tr>
<td>HIST299</td>
<td>Eyes on the Prize: the long struggle for civil rights</td>
</tr>
<tr>
<td>HIST805</td>
<td>Diaspora: Irish migration in the 19th Century</td>
</tr>
<tr>
<td>HIST820</td>
<td>The Transformation of Ireland, 1923-2000</td>
</tr>
<tr>
<td>HLAC200</td>
<td>Living the Global 18th Century</td>
</tr>
<tr>
<td>HLAC206</td>
<td>Museums and Monuments</td>
</tr>
<tr>
<td>HLAC212</td>
<td>HLC Volunteering and Work Placement II</td>
</tr>
</tbody>
</table>

### Year 3 (FHEQ Level 6)

**Either Route A**

**Semester 1**
1 x 30-credit optional module from the History approved module list

**Semester 2**
HIST396 – History Dissertation (30 credits) *(required)*

**Or Route B**

**Semester 1**
2 x 15-credit optional modules from the History approved module list

**Semester 2**
HIST320 - Uses of the Past: History Impact Module (15 credits) *(required)*
HIST394 – History Research Essay (15 credits) *(required)*

**30-credit modules**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST307</td>
<td>African-American Odyssey: slavery, race and freedom in North America</td>
</tr>
<tr>
<td>HIST309</td>
<td>The Henrician Reformation</td>
</tr>
<tr>
<td>HIST319</td>
<td>Invented Histories: British uses of the past, c1750-1900</td>
</tr>
<tr>
<td>HIST321</td>
<td>Satan’s Guises: the development of Protestant demonologies in early modern England</td>
</tr>
<tr>
<td>HIST332</td>
<td>Confronting Catastrophe? Environmental histories of Britain, Europe and the United States since 1800</td>
</tr>
<tr>
<td>HIST341</td>
<td>Generations of Hurt: human experiments in American history</td>
</tr>
<tr>
<td>HIST348</td>
<td>Neighbours or Enemies? Muslims and Christians at the time of the...</td>
</tr>
</tbody>
</table>
Crusades

HIST349 – America and the World, 1939-1945
HIST360 – Digital Histories of Gender, Race and Youth in 20th Century Britain
HIST361 – Age of Catastrophe: politics, culture and the self in Europe, 1930-1950
HIST365 – Power, Knowledge and Debt: British industrialisation, 1640-1842
HIST368 – Christian Conversion in Late Antiquity
HIST372 – Knowledge and Power in Medieval and Early Modern Europe
HIST377 – European Social Movements since 1760
HIST386 – Disasters
HIST391 – The Empire Strikes Back: the impact of decolonisation on British Society

15-credit modules

ALGY399 – Archaeology and Heritage in Contemporary Society
HIST304 – Vikings in Ireland
HIST328 – Metropolis: crisis and reform in the Great Cities, 1840-1920
HIST392 – War and the People: society and culture in Second World War Britain
HIST814 – Emancipation, Sexuality, Repression: women in Ireland, 1900-1939

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:

History’s strategies for learning, teaching and assessment are rooted in the guidance set out in the latest History Benchmarking document (2014). The detail is embedded in the Learning Outcomes and Skills sections of this document. This section explains the strategy for delivering those outcomes in more detail.

The development of Liverpool’s Honours Select curriculum enabled History to offer Major and Minor routes to studying the subject in addition to the Single and Joint Honours degrees previously available. This encouraged a restructuring of our delivery, especially in years 2 and 3, to ensure that all students achieve the same learning outcomes as Single Honours students (in so far as this is possible given the reduced number of History modules that different categories of students take). History also took this opportunity to broaden provision chronologically and ensure that students are required to study a wider range of past time within their programme. Finally, we increased the weighting of independent research in year 3 for many students, to recognise the importance of this capstone element of student experience.

Joint (50%) students’ progress through the three years of the programme as follows:

**Year 1**

Four modules (HIST114, 115, 116, 117) deliver breadth of material chronologically and geographically. Students choose two of these. Two modules (HIST105 and 106) introduce students to the core professional practice of studying History. Students take both of these. All level 4 modules use their assessments to require a high level of competence in reading, writing and scholarship as a foundation of the programme’s skill set. All students should therefore leave Year 1 with a developed sense of how University-level History is conceived, delivered and practiced, and will have been exposed to a range of new ideas and material regardless of the content of their A-levels or other route into the subject. Students also take four 15-credit modules or equivalent from their other joint subject over the year.

**Year 2**

There are two key progression elements this year. First, students experience a broad range of period, place and theme, challenging them to move in the many directions we can offer as a diverse department. Modules are arranged chronologically, and we require students to select modules from the full range; this ensures that they engage with an extended period of past time, which is a fundamental benchmarking issue in the discipline. Second, all level 5 modules have at their core advanced engagement with secondary literatures, although they may also use primary materials. Regardless of their module choices, therefore, all students will leave Year 2 with a broad chronological range, and with an advanced grasp of the historiographical context of a number of different areas of expertise. Joint students take four
15-credit modules in year 2, two each from the earlier and later sections of the curriculum. Students also take four 15-credit modules or equivalent from their other joint subject over the year.

**Year 3**

This year, students progress into a higher level of research-led learning in both senses—staff research drives the taught modules, and student research is crucial to the assessment, both in the taught modules and in projects. In addition, there is progression within the year, from a taught environment to supervised independent learning.

Semester 1 of Year 3 is therefore our high-level research-led teaching semester. A large part of the assessment in all modules requires engagement with primary sources in a way that sets students up to deal with their own research projects in semester 2. While 30-credit modules deliver more content than 15-credit modules, teaching and assessment on both categories of module prioritise advanced use of primary material, to ensure that all students have this experience. Joint students take either one 30-credit module or two 15-credit modules.

Semester 2 of Year 3 is the student research semester, acting as the capstone to the History component of all students’ degrees. All students produce a research-led, extended piece of written work. In recognition of the centrality of the research process to final semester History students, Joint students do EITHER the 30 credit dissertation that follows from their semester 1 30-credit module, OR a 15-credit Research Essay that follows on from one of their semester 1 15-credit modules. In the latter case, they also do HIST320 (Uses of the Past). Either way, they focus on their research and its potential impact. Students also take four 15-credit modules or equivalent from their other joint subject over the year.

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

Policy and practice relating to teaching, learning and assessment operate in the wider context of the School of Histories, Languages & Cultures Undergraduate Student Handbook. The School also operates a scheme of peer observation of teaching to monitor and maintain the effectiveness of its teaching through sharing of good practice.

**Teaching and learning**
The History programme is taught through a combination of lectures and small group work, moving from Level 4 modules in which the balance leans towards lectures, to Level 6 modules which have fewer lectures, more small-group work, student-led seminars and one-to-one supervision of research projects. That said, we consider it important that seminars (discussion groups of up to 15 students) are an integral part of every taught module throughout the programme, even in Level 4. Seminars take various forms depending on the level and nature of the material being discussed, including a mixture of staff and/ or student presentations generating discussion; discussions based on prepared reading; and buzz groups exploring aspects of the topic and reporting back.

All modules use the VITAL virtual learning environment to ensure that
students have access to all module information, and also to develop student confidence in locating and using information online. All modules conform to the University’s VITAL Baseline to ensure good practice in this area. Modules also make heavy use of the University Library’s outstanding electronic resources, from e-journals and books to digitised primary source collections. Again, this is partly for the benefit they offer historians in terms of availability of content, but also as a fostering of digital awareness and literacy among students.

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

Personal Development tutoring is integrated in our level 4 professional practice module (HIST105), which the students take with their Academic Advisor. Throughout the programme, Academic Advisors mentor their students and provide individual feedback to students on their progress; all students are invited to stock-taking meetings with Academic Advisors during Tutorial Week in the middle of each semester, and are encouraged to contact their Advisor at other times as necessary.

Assessment
Details of the assessment method for each module are contained in the module handbook and posted on VITAL at the beginning of each module. All students therefore know the criteria, specifications, word-limits and deadlines for all their work on all modules at the beginning of each semester, as an encouragement toward the practice of good time-management. The logistical management of assessment is overseen by the HLC Student Experience team, as set out in the annual Student Handbook.

The programme uses a variety of assessments, taking cognisance of benchmarking provisions. Progression of scale and complexity is built into the assessment across the levels.

In Level 4 modules, HIST115, 116 and 117 are assessed by coursework and a written examination; HIST114 is assessed by coursework; HIST105 is assessed by coursework and presentation; HIST106 by a group project and presentation.

In Level 5 modules, students progress to increased competence in longer pieces of written work, and gain extensive practice in oral presentations. This is partly to develop their abilities as History students and partly to ensure that they have as much opportunity as possible to gain key employability skills before they embark on job-searching in the final year. All modules have a 5-minute presentation and 2,500 words of written work, either in the form of a single essay or a 2-hr exam. Although modules use a mix of primary and secondary evidence as appropriate to the subject matter, the main priority of assessment is to test an advanced engagement with historiography and secondary literatures.

In Level 6 modules, students progress to extended writing that requires a fuller integration of primary and secondary historical materials. 15-credit modules are assessed by 3,000 words of writing, consisting of a short documentary/ source exercise and a final essay. 30-credit modules are assessed by 6,000 words of writing, consisting of source work, essays and/or an exam depending on the needs of the subject matter.
Dissertations are a specific final-semester form of assessment, designed to assess independent learning in addition to mastery of the full range of historical skills. Joint students take either a 30-credit dissertation of 7,500 words, or a 15-credit Research Essay of 4,000 words.

HIST320 is our ‘dissertation impact’ module, through which students explore the wider political, cultural or policy implications of historical research. It is assessed with a structured essay that combines the theoretical reading of the module with the student’s own project ideas; a short presentation; and a poster. Joint students taking the Research Essay module also take HIST320.

**Feedback**

All pieces of assessment are given written feedback, using a form that maps to the History marking criteria. Students are encouraged to follow up written feedback by consulting staff during subsequent seminars and office hours.

History operates within School guidelines that feedback and provisional marks on written work should be returned to students within three term-time weeks of submission, except in the case of final assessments which may require additional scrutiny in the moderation and examination process.

### 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.

<table>
<thead>
<tr>
<th>Marking Criteria for Written Work on HIST Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>81+</strong>: A mark in this range indicates exceptional work that reflects the highest academic standards in the discipline. Highly original, showing independence of thought and extensive engagement with relevant source material. Sophisticated and rigorous argument based on a wide range of examples. Very well written and organised. Excellent professional practice.</td>
</tr>
<tr>
<td><strong>76-80</strong>: Outstanding work that shows evidence of original and critical thought. Insightful argument based on a wide range of source material. Well written and structured around relevant examples. Ability to weigh up and critique different ideas. Excellent professional practice.</td>
</tr>
<tr>
<td><strong>70-75</strong>: A well-argued and insightful response to the question. Coherent and structured around different examples. Independence of thought and critical engagement with source material. Work in this category may have very minor weaknesses if these are compensated for by significant strengths elsewhere. Excellent professional practice.</td>
</tr>
<tr>
<td><strong>65 - 69</strong>: A focused response to the question, based on a good range of source material. Shows an awareness of the relevant issues and analytical approach, around a selection of appropriate examples. Clearly written and structured. Some weakness in the argument, range of reading, relevance, engagement with sources, or professional practice.</td>
</tr>
<tr>
<td><strong>60-64</strong>: Demonstrates a good understanding of the subject with references to source material. Coherent structure and clearly written. Documented and analytical work based on relevant examples. The work neglects important aspects of the question, shows weakness in the argument, prose, range of reading or professional practice.</td>
</tr>
<tr>
<td><strong>55-59</strong>: Mostly relevant answer to the question with adequate use of examples. Shows lack of focus and limited engagement with source material. Works in this range tend to be descriptive rather than analytical in approach. May also contain errors of fact and interpretation. Writing lacks fluency and work shows weaknesses in professional practice.</td>
</tr>
<tr>
<td><strong>50-54</strong>: Shows knowledge of some issues relevant to the question, but significant flaws in the argument and inadequate engagement with source material. Weakly structured and written. Poor professional practice.</td>
</tr>
<tr>
<td><strong>40-49</strong>: 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 does not engage with source material. Poorly written. Inadequate professional practice.</td>
</tr>
</tbody>
</table>
| **35-39**: Works in this range are almost wholly lacking in reasoned argument and displays little or no evidence of serious, informed engagement with the topic. Unfocused and poorly written with no structure. Inadequate professional practice. Marks awarded in this range indicate that the candidate
has narrowly failed to achieve the standards required for a third class mark but this failure may be compensated by better levels of achievement in other components of their studies.

**34 and below:** Very little or no content, argument or engagement with the topic. Wholly inadequate professional practice. Significant errors and omissions.

### Marking criteria for oral presentations on HIST modules

**70+:** Outstanding content and visual display; near perfect time-keeping, exceptional clarity and coherence, full engagement with the audience.

**60-69:** High level of content very well displayed, very good time-keeping, a highly comprehensible and measured delivery, and very good engagement with the audience.

**50-59:** Much useful content mostly well displayed; fair timekeeping; partly rushed, slow, or rambling delivery; inconsistent engagement with audience.

**40-49:** Little relevant content poorly displayed; poor timekeeping; very rushed, slow, or rambling delivery; very little engagement with audience.

**39 and below:** No relevant content; very poor timekeeping; Virtually impossible to follow; lack of engagement with audience.

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### 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.

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 in turn respond to issues raised and actions taken via lectures, VITAL and the SSLC. MEQs are part 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 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 programme’s design, structure and content are consistent and comply with the University’s Diversity and Equal Opportunities Policy.

Within the Department there is a diverse student population mixing home/EU and international students and a number of mature students. History is a subject that attracts a significant number of students from non-traditional backgrounds into HE. 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. The Head of Department meets regularly with the Subject Lead and Recruitment and Widening Participation Lead, who in turn liaise closely with School and Faculty Leads and central services. The School’s Learning and Teaching Support Officers liaise with all members of staff with regard to any students on their modules who have support plans specifying reasonable adjustments, and also in cases of short-term support needs.

### 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>
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AQSD/16.17
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<tr>
<th>Modification</th>
<th>Revalidation</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Removal of required modules from Year 2; Removal of 30-credit modules from</td>
<td>Revalidation</td>
<td>2015/16 entry affected in year 3; 2016/17 entry affected in years 2 and 3; 2017/18 entry onwards affected in all years</td>
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<tr>
<td>Year 2 and replacement with 15-credit modules; Introduction of 15-credit</td>
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<td></td>
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<tr>
<td>Research Essay for Joint students not taking a dissertation; Rationalisation</td>
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<tr>
<td>of Learning Outcomes and Skills to remove duplication and overlap and better map to Subject Benchmarking</td>
<td></td>
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<tr>
<td>Students were consulted about the modifications during the first semester of 2016/17. A report on that consultation is included in the documentation for the re-validation.</td>
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<td></td>
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</tbody>
</table>