### 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><strong>1.</strong> Subject component title:</td>
<td>Irish Studies</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) | 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 37 (general ordinance for undergraduate degrees) |
### Honours Select Subject Component

<table>
<thead>
<tr>
<th><strong>New/revised Ordinance required:</strong></th>
<th>☒ No (please go to section 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please indicate the applicable boxes:</strong></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>
</tbody>
</table>

| 10. Faculty: | Faculty of Humanities and Social Sciences |
| 11. Level 2 School/Institute: | School of Histories, Languages and Cultures |
| 12. Level 1 unit: | Institute of Irish Studies |
| 13. Campus: | Main |
| 14. Other contributors from UoL: | N/A |
| 15. Teaching other than at UoL: | N/A |
| 16. Director of Studies: | Dr Clare Downham |
| 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): | New External Examiners to be appointed for 2016/17 |

| 20. Professional, Statutory or Regulatory body: | N/A |
| 21. QAA Subject benchmark Statements(s): | Area Studies (2008) |
| 22. Other reference points: | N/A |
| 23. Fees: | Standard home/EU and international rates for undergraduate programmes |
| 24. Additional costs to the student: | There are no compulsory costs required for the course, but students may choose to purchase text books or print materials at their discretion. For students who study IRIS102 (optional module) an additional cost of around £120 is required for the field trip. |
25: AQSC approval: Major modifications 10th June 2016

Part B: Subject Component Aims & Objectives

26. Aims of the subject component

No.  Aim:

1. Develop students’ interest in and knowledge of Ireland, its culture, history, politics and arts.

2. Positively impact upon the social fabric of the British Isles by producing trained individuals capable of acting as bridges of understanding and conduits of knowledge between the Irish and British cultures.

3. Produce students equipped to play leading roles in teaching, research, industry and the public services.

4. The development of a sense of civic responsibility in the programme will help students bring positive impact to society.

27. Learning Outcomes

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

1. Students will have an informed sense of the similarities and differences between Irish culture and British culture, thus fostering cross-cultural and international perspectives.

2. Students will engage critically within a coherent framework of disciplines and interdisciplinary formations, such as archaeology, cultural studies, geography, history, Irish language, Irish literature in English, and politics.

3. Students will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.

4. Students will have the ability to integrate a diverse range of appropriate primary and secondary materials, such as literary and historical texts, oral interviews, sound recordings, visual screenings of events, places and people, and internet sites into their work.

5. Graduates will have developed a recognition of the multifaceted nature of the field and its complex relationship to other disciplines and interdisciplinary formations.

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

1. Students will have an informed sense of the similarities and differences between Irish culture and British culture, thus fostering cross-cultural and international perspectives.
Students will engage critically within a coherent framework of disciplines and interdisciplinary formations, such as archaeology, cultural studies, geography, history, Irish language, Irish literature in English, and politics.

Students will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.

Students will have the ability to integrate a diverse range of appropriate primary and secondary materials, such as literary and historical texts, oral interviews, sound recordings, visual screenings of events, places and people, and internet sites into their work.

Students will have developed recognition of the multifaceted nature of the field and its complex relationship to other disciplines and interdisciplinary formations.

### Learning Outcomes

**Learning outcomes – Diploma in Higher Education award**

1. Students will have an informed sense of the similarities and differences between Irish culture and British culture, thus fostering cross-cultural and international perspectives.

2. Students will engage critically within a coherent framework of disciplines and interdisciplinary formations, such as archaeology, cultural studies, geography, history, Irish language, Irish literature in English, and politics.

3. Students will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.

4. Students will have the ability to integrate a diverse range of appropriate primary and secondary materials, such as literary and historical texts, oral interviews, sound recordings, visual screenings of events, places and people, and internet sites into their work.

### Learning Outcomes

**Learning outcomes – Certificate in Higher Education award**

1. Students will have an informed sense of the similarities and differences between Irish culture and British culture, thus fostering cross-cultural and international perspectives.

2. Students will engage critically within a coherent framework of disciplines and interdisciplinary formations, such as archaeology, cultural studies, geography, history, Irish language, Irish literature in English, and politics.

3. Students will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.
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 modules</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>2</td>
<td>All modules</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>3</td>
<td>All modules</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>4</td>
<td>All level 5 and 6 modules</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>5</td>
<td>All level 6 modules</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</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>The ability to compare and contrast the appropriateness of different disciplinary approaches in an examination of the area studied.</td>
</tr>
<tr>
<td>2</td>
<td>Skills in the construction of bibliographies, library and internet research skills, proficiency in reading and analysis of texts.</td>
</tr>
<tr>
<td>3</td>
<td>Read and use materials both incisively and with sensitivity to compare and contrast ideas and concepts found within different disciplinary and geographical contexts.</td>
</tr>
<tr>
<td>4</td>
<td>Identify and resolve problems.</td>
</tr>
<tr>
<td>5</td>
<td>Communicate ideas with clarity, coherence and persuasiveness.</td>
</tr>
<tr>
<td>6</td>
<td>Synthesise information, adopt critical appraisals and develop reasoned argument based on such appraisals.</td>
</tr>
<tr>
<td>7</td>
<td>Select and apply appropriate methodologies and theories.</td>
</tr>
<tr>
<td>8</td>
<td>Critically reflect upon the scope and limitations of what has been ascertained and understood.</td>
</tr>
<tr>
<td>9</td>
<td>Analyse issues proficiently in the light of evidence and argument.</td>
</tr>
<tr>
<td>10</td>
<td>Present materials orally in a clear and effective manner, using audio-visual aids, where appropriate, and answering questions from an audience.</td>
</tr>
</tbody>
</table>
11. Listen effectively and work creatively, flexibly and adaptively with others.

12. Write and think under pressure and meet deadlines.

13. Abilities in the analysis of visual and aural material as a medium for understanding another culture.

14. Option to learn the Irish language

### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All modules</td>
<td>Learning and research skills designed to give rounded sense of what 'Irish Studies' is for.</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>2</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>3</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>4</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>5</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>6</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>7</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>8</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>9</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>10</td>
<td>All modules with seminar presentation assessment</td>
<td>Learning, research and transferable employability skills</td>
<td>Oral seminar presentation;</td>
</tr>
<tr>
<td>11</td>
<td>All modules</td>
<td>Learning, research and transferable employability skills</td>
<td>Full range of assessments.</td>
</tr>
<tr>
<td>12</td>
<td>All modules</td>
<td>Learning, research</td>
<td>Full range of</td>
</tr>
</tbody>
</table>
29. **Career opportunities:**

Students studying Irish Studies enter a wide range of careers, such as journalism, creative media, management, commerce, heritage, administration, research and teaching. Students are qualified to seek employment in Ireland and/or with organizations that are able to make use of their knowledge of Irish culture and society.

30. **Academic Requirements:**

There are no specific entry requirements for this subject component.

31. **Work experience:**

N/A

32. **Other requirements:**

N/A

33. **Subject Component Structure:**

**Year 1 (FHEQ Level 4)**

**Semester 1**
15 credits of optional modules in Irish Studies

*Optional modules - Irish Studies*

IRIS103 – An Introduction to Irish Writing from Swift to Yeats (15 credits)
IRIS107 – From Civil Rights to Armalites (15 credits)
IRIS109 – Warriors, Witches and Legends: the origins of Ireland (15 credits)
**Semester 2**
15 credits of optional modules in Irish Studies

*Optional modules - Irish Studies*

IRIS104 – An Introduction to Irish Writing from Joyce to Heaney (15 credits)
IRIS106 – Foundation Unit in Irish Language (15 credits)
IRIS114 – Ireland’s Battle for Ideas (15 credits)

OR

**Whole session**
IRIS102 – Field Trip to Ireland and Study Methods (30 credits)*

*IRIS102 would represent 15 credits in each semester.

**Year 2 (FHEQ Level 5)**

**Semester 1**
15 credits of optional modules in Irish Studies

*Optional modules - Irish Studies*

HIST262 – The Vikings in Britain and Ireland (15 credits)
IRIS203 – Revolutionary Road I: Ireland 1800-1870 (15 credits)
IRIS215 – The Politics of Religion: Conflict and Reconciliation (15 credits)

**Semester 2**
15 credits of optional modules in Irish Studies

*Optional modules - Irish Studies*

IRIS204 – Revolutionary Road II (15 credits)
IRIS220 – The Transformation of Ireland, 1923-2000 (15 credits)
HLAC200 – Living the Global Eighteenth Century (15 credits)

*Whole session*
POLI240 - Political Violence in the Contemporary World (30 credits)

*POLI240 would represent 15 credits in each semester.

**Year 3 (FHEQ Level 6)**

**Semester 1**
15 credits of optional modules in Irish Studies

*Optional modules - Irish Studies*

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)
HIST304 – The Vikings in Ireland (15 credits)
IRIS322 – Global Peace Activism (15 credits)

**Semester 2**
15 credits of optional modules in Irish Studies

**Optional modules - Irish Studies**

- IRIS314 – Sexuality, emancipation and repression: Women in Ireland, 1800-1939 (15 credits)
- IRIS316 – Understanding the Northern Ireland Conflict (15 credits)
- IRIS325 – Transitional (In) Justice (15 credits)
- IRIS330 – Gender and Irish Law (15 credits)
- IRIS335 – Social Justice in a Post-Secular Age (15 credits)
- ENVS399 – Ireland: Political, Social and Cultural Geographies (15 credits)

**Whole session**

- IRIS400 – Dissertation in Irish Studies (30 credits)*

*IRIS400 would represent 15 credits in each semester.

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34. **Industrial placement/work placement/year abroad:**

   N/A

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

   N/A

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

36. **Learning, Teaching and Assessment Strategies:**

   The great majority of modules involve a combination of lectures and seminars. Lectures generally set the topic in its context, provide material essential to a reading and an understanding of the topic, and raise issues of particular interest and debate. The work begun in lectures is taken further in seminars which offer an opportunity for smaller group work. These classes take a variety of forms designed to encourage student participation and to develop the skills of critical analysis and argument in the close reading of a text or the detailed discussion of a theme, issue or event. Seminars may be based on a range of formative activities such as directed reading, individual student presentations or small groups each working on one aspect of a wider theme. Modules at Level 4 are of a survey nature, giving students the opportunity to sample a wide range of disciplines. At Level 5 students specialize into their areas of strength or preference; greater emphasis is placed on thematic, periodic and generic rubrics within individual subject areas. At Level 6 independent research is increasingly emphasized and assessment is largely by coursework.

   Academic advisors are responsible for meeting personal tutees to guide their academic progress and assist them in their course choices. The learning experience is monitored by the issue of module evaluation questionnaires, which are used to assess student feedback. Reports are compiled by course
tutors on these returns, and the questionnaires and reports are, in turn, evaluated by end of year Module Review Boards. Irish Studies, as part of the School of Histories, Languages and Culture operates a scheme of peer observation of teaching to monitor and maintain teaching effectiveness. While the Institute has an open door policy for student visitation, all tutors also keep defined office hours, and students may also contact tutors by arrangement via email.

There is no one standard means of module assessment though the typical module is assessed via one piece of assessed coursework and an end of semester examination. Several modules formally assess seminar performance via a formal oral presentation and award a percentage (usually 10-15%) of the final mark for that performance.

36a. Learning, Teaching and Assessment methods:

**Teaching styles:**
- Lectures
- Seminars
- Field Trip (IRIS102)

**Learning support:**
- VITAL
- One-to-one exam and assessed-essay feedback sessions
- One-to-one meetings with academic tutors

**Assessment methods:**
- Essays
- Annotated bibliography
- Oral seminar presentation
- Examination

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:

**Class 1, Grade A+, Mark 91-100**
- Worthy of retaining for reference due to its exceptional quality.
- Shows informed originality in ideas, approach or argument.
- With regard to factual content, the answer is perfect and shows superior knowledge and understanding of relevant data/methodology/literature with many relevant authors cited by name. Displays evidence of an exceptional ability to construct an intellectual argument that is perceptive, focused, critical, structured and organised.
- In addition, the answer may be effectively located within a broader interdisciplinary frame of reference.
- Exceptionally well written.

**Class 1, Grade A, Mark 80-89**
- An answer of outstanding quality. Shows a significant degree of originality and is factually near perfect.
- The argument presented is focused, critical, very well structured and organised.
- Displays an outstanding knowledge and understanding of relevant data/methodology/literature, with several relevant authors cited by name.
- Very well written.

**Class 1, Grade A-, Mark 71-80**
- An answer of excellent quality and a degree of originality.
- Shows very good factual knowledge and very good organisation and structure.
- Evidence of an admirable knowledge and understanding of relevant data/methodology/literature, with some relevant authors cited by name.
- Very well written.

**Class 2:I, Grade B+, Mark 67-69**
- An answer of very good quality, although with a lesser degree of originality than a first-class.
- Shows very good factual knowledge and good organisation and structure.
- Evidence of a commendable knowledge and understanding of relevant data/methodology/literature, with a few relevant authors cited by name.
• Also shows considerable evidence of reading beyond the standard texts.
• Well written.

Class 2:I, Grade B, Mark 63-66
• An answer of good quality.
• Shows very good factual knowledge, good organisation and structure.
• Displays a competent knowledge and understanding of relevant data/methodology/literature.
• Also shows clear evidence of reading beyond the standard texts. Well written but somewhat lacking in flair and originality.

Class 2:I, Grade B-, Mark 60-62
• An answer of some quality.
• Shows good factual knowledge, competent organisation and structure.
• Displays a knowledge and understanding of relevant data/methodology/literature.
• Also shows evidence of reading beyond the standard texts but answer displays little flair or originality and overlooks some relevant points.
• Quite well written.

Class 2:II, Grade C+, Mark 57-59
• An answer of above average quality.
• Good evidence of factual knowledge but lacking analysis and subtleties of argument missed.
• Clear organisation and structure. Evidence of a knowledge and basic understanding of topic but appears only to have read the standard texts.
• Overlooks some relevant points but generally free of error.
• Quite well written.

Class 2:II, Grade C, Mark 53-56
• An answer of average quality.
• Somewhat pedestrian treatment of topic with less evidence of factual knowledge than above.
• Weaker organisation and structure. Overlooks numerous relevant points and material presented is largely based on lecture notes.
• Little evidence of reading as well as some conceptual confusion and error.
• Some grammatical errors.

Class 2:II, Grade C-, Mark 50-52
• An answer of below average quality.
• Pedestrian treatment of topic but still displays some evidence of factual knowledge.
• Weak organisation and structure. Overlooks many relevant points and material presented is based only on lecture notes.
• Considerable conceptual confusion, telling errors and omissions.
• Elements of the argument may be irrelevant to the question and the text may be marred by numerous grammatical errors.

Class III, Grade D+, Mark 47-49
• An answer of poor quality. Little evidence of factual knowledge and reading.
• Minimal engagement with question and somewhat brief treatment of the same.
• Poor organisation and structure.
• Overlooks many relevant points and material presented is conceptually shallow or naive. Very telling errors and omissions.
- Significant sections of the argument may be irrelevant to the question and the text may be marred by numerous grammatical errors.

**Class III, Grade D, Mark 43-46**
- An answer of poor quality, as above.
- Displays only a basic understanding of a topic/issue but little else.
- Lacking in argument.
- May overlook the question with sparse treatment of the same. Very poor organisation and structure.
- Poor writing style with numerous grammatical errors.

**Class III, Grade D-, Mark 40-42**
- An answer of very poor quality.
- Displays only a very basic understanding of a topic/issue but little else.
- Wholly lacking in argument with considerable irrelevant material or unfinished script.
- Formless.
- Major factual errors.
- Poor writing style with persistent grammatical errors.

**Fail, Grade F+, Mark 35-39**
- An inadequate answer that displays a major misunderstanding of topic/issue.
- Displays considerable degree of confusion.
- Possibly short, irrelevant or incomplete answer.
- No attempt at argument.
- Factually very incorrect.
- Often poor English.

**Fail, Grade F, Mark 20-34**
- A very inadequate answer.
- Presents only limited and/or factually incorrect material in an incoherent, illogical and/or formless manner.
- Irrelevant answer, not showing minimum understanding.
- Often very poor English.

**Fail, Grade F-, Mark 0-19**
- A wholly inadequate answer possibly of no more than several paragraphs in length.
- May include a residue of factual material but randomly presented. Possible frivolous response to question or answers question that is completely different to that which was asked.
- Often totally illogical, incoherent and misconceived.
- Often appalling English.
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: http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc)

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 is 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>
<tbody>
<tr>
<td>1. New External Examiners (not yet appointed for 2016/17) 2. Updates to skills mapping to reflect programme structure changes 3. Changes to programme structure at Levels 4, 5 and 6.</td>
<td>Minor</td>
<td></td>
<td></td>
<td>2016/17</td>
</tr>
</tbody>
</table>