# Programme Specification

**Undergraduate**

Applicable to all non-clinical undergraduate programmes*  

Please click here for guidance on completing this specification template.

*Excluding Integrated Master's degrees.

## Part A: Programme Summary Information

1. **Title of programme:** Irish Studies
   
2. **Programme Code:** Q540
   
3. **Entry Award:**
   
<table>
<thead>
<tr>
<th>Credit:</th>
<th>Level:</th>
</tr>
</thead>
</table>
   | ☒ BA (Hons) | 360     | At least 90 credits at Level 6  
   |          |        | Majority of credits at Level 5  
   |          |        | Majority of credits at Level 4  
   | ☐ BSc (Hons) |        |  
   | ☐ Other (please specify below): | N/A  

4. **Exit Awards:**
   
<table>
<thead>
<tr>
<th>Credit:</th>
<th>Level:</th>
</tr>
</thead>
</table>
   | ☒ Diploma in Higher Education (Dip HE) | 240     | Majority of credits at Level 5  
   |          |        | Majority of credits at Level 4  
   | ☒ Certificate in Higher Education (Cert HE) | 120     | Majority of credits at Level 4  

5. **Date of first intake:** September, 1988

6. **Frequency of intake:** Annually, in September

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

8. **Applicable framework:** Model for non-clinical first degree programmes

<table>
<thead>
<tr>
<th>Framework exemption required:</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>
</tbody>
</table>
## Programme Specification UG

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date exemption approved by AQSC:</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>9. Applicable Ordinance:</strong></td>
<td>Ordinance 37A (general ordinance for undergraduate degrees)</td>
</tr>
<tr>
<td><strong>New/revised Ordinance required:</strong></td>
<td>x No (please go to section 10)</td>
</tr>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date new/revised Ordinance approved by Council:</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>10. Faculty:</strong></td>
<td>Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td><strong>11: Level 2 School/Institute:</strong></td>
<td>School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td><strong>12. Level 1 unit:</strong></td>
<td>Institute of Irish Studies</td>
</tr>
<tr>
<td><strong>13. Campus:</strong></td>
<td>Main</td>
</tr>
<tr>
<td><strong>14. Other contributors from UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>15: Teaching other than at UoL:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>16: Director of Studies:</strong></td>
<td>Dr Clare Downham</td>
</tr>
<tr>
<td><strong>17: Board of Studies:</strong></td>
<td>School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)</td>
</tr>
<tr>
<td><strong>18: Board of Examiners:</strong></td>
<td>School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td><strong>19. External Examiner(s):</strong></td>
<td>New External Examiners to be appointed for 2016/17</td>
</tr>
<tr>
<td>Name Institution Position</td>
<td></td>
</tr>
<tr>
<td><strong>20. Professional, Statutory or Regulatory body:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>21: QAA Subject benchmark Statements(s):</strong></td>
<td>Area Studies (2008)</td>
</tr>
<tr>
<td><strong>22. 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:**
   - There are no compulsory costs required for the course, but students may choose to purchase textbooks or print materials at their discretion.
   - For students who study IRIS102 (optional module) an additional cost of around £130 is required for the field trip.

25. **AQSC approval:** Major modifications 10th June 2016

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### Part B: Programme Aims & Objectives

26. **Aims of the Programme**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop the learner’s interest in and knowledge and understanding of Ireland, its culture, history and politics.</td>
</tr>
<tr>
<td>2</td>
<td>Ability to undertake theoretically and critically informed explorations of Irish culture and society.</td>
</tr>
<tr>
<td>3</td>
<td>Develop students’ ability to formulate informed, sensitive and well-articulated arguments.</td>
</tr>
<tr>
<td>4</td>
<td>Broaden students’ intellectual, cultural and emotional horizons.</td>
</tr>
<tr>
<td>5</td>
<td>Develop cognitive skills of independent critical.</td>
</tr>
<tr>
<td>6</td>
<td>Develop intellectual, intercultural, vocational and transferable skills that will prepare students for a wide range of careers.</td>
</tr>
</tbody>
</table>

27. **Learning Outcomes**

#### 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>Graduates will have an informed sense of the similarities and differences between Irish culture and British culture, thus fostering cross-cultural and international perspectives.</td>
</tr>
<tr>
<td>2</td>
<td>Graduates will develop a critical appreciation of the field within a world context, particularly with regard to the wider Irish diaspora.</td>
</tr>
<tr>
<td>3</td>
<td>Graduates 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.</td>
</tr>
<tr>
<td>4</td>
<td>Graduates will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.</td>
</tr>
</tbody>
</table>
5 Graduates 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.

6 Students will graduate with a command of a range of scholarly techniques and methodologies, such as bibliographical, library and internet research skills, proficiency in reading and textual analysis, adeptness in visual analysis, appreciation of theoretical models, alertness to differing ideological interpretations of issues and events.

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

8 Graduates will be adept at working independently in planning, researching and completing a dissertation that falls under the Irish Studies rubric.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
</tr>
</tbody>
</table>
No. Learning outcomes – Diploma in Higher Education award

<table>
<thead>
<tr>
<th>No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Graduates will develop a critical appreciation of the field within a world context, particularly with regard to the wider Irish diaspora.</td>
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<td>3</td>
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<td>4</td>
<td>Graduates will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.</td>
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<tr>
<td>5</td>
<td>Graduates 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.</td>
</tr>
</tbody>
</table>

| Learning Outcomes
No. Learning outcomes – Certificate in Higher Education award

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduates will have an informed sense of the similarities and differences between Irish culture and British culture, thus fostering cross-cultural and international perspectives.</td>
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<td>Graduates will develop a critical appreciation of the field within a world context, particularly with regard to the wider Irish diaspora.</td>
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<td>3</td>
<td>Graduates 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.</td>
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<td>4</td>
<td>Graduates will have the capacity to assess the merits of contrasting methodologies and theories across a wide variety of subjects.</td>
</tr>
</tbody>
</table>

27a. Mapping of learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Irish Studies modules</td>
<td>Full range, from assessed essays, seminar presentations, end of semester</td>
<td>QAA Area Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Modules</th>
<th>Assessment Method</th>
<th>QAA Area Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>All Irish Studies 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 Irish Studies 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 Irish Studies 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 Irish Studies modules at levels 5 and 6</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>6</td>
<td>All Irish Studies modules at level 6</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>7</td>
<td>All Irish Studies modules at level 6</td>
<td>Full range, from assessed essays, seminar presentations, end of semester exams.</td>
<td>QAA Area Studies</td>
</tr>
<tr>
<td>8</td>
<td>IRIS310, IRIS400</td>
<td>dissertation</td>
<td>QAA Area Studies</td>
</tr>
</tbody>
</table>

### 28. Skills and Other Attributes

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

1. An ability to assimilate and analyse information and theoretical concepts.

2. The ability to mobilise empirical and conceptual material in coherent and sustained written and verbal argumentation.

3. Be able to work effectively under pressure and meet deadlines.

4. Ability to work with others and respect others reasoned views through team-work.

5. The ability to use a range of information technology skills including word-processing and retrieval of information on the internet.
Intellectual independence and the development of independent study skills.

Creation of datasets for research from primary sources.

### 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</td>
<td>Bibliographical and library skills, independent research</td>
<td>Exams and essays</td>
</tr>
<tr>
<td>2.</td>
<td>All</td>
<td>Problem solving; question setting; presentational skills</td>
<td>Essays</td>
</tr>
<tr>
<td>3.</td>
<td>All</td>
<td>Time management; independent work</td>
<td>Dissertation/ essays</td>
</tr>
<tr>
<td>4.</td>
<td>All</td>
<td>Class presentations and class discussion</td>
<td>Non-assessed mostly. IRIS102 assessed groups questionnaire and analysis.</td>
</tr>
<tr>
<td>5.</td>
<td>All</td>
<td>Digital literacy; employability skill in presenting and researching topic</td>
<td>Coursework</td>
</tr>
<tr>
<td>6.</td>
<td>All</td>
<td>Employability skills: problem solving; information gathering; learning and research skills</td>
<td>Assessed throughout ie. essays and exams</td>
</tr>
<tr>
<td>7.</td>
<td>IRIS310, IRIS400</td>
<td>Development of datasets and independent research skills</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

### 29. Career opportunities:

As this is not a vocational programme students take up a wide variety of careers. The programme is of particular value for students taking up careers in research, journalism and other media, the Law, business, school and university teaching, public administration, library and information services, and politics at local and national levels.
Part C: Entrance Requirements

30. Academic Requirements:

   The typical offer is BBB with no specific subject requirements. Further information is available at [https://www.liv.ac.uk/study/undergraduate/courses/irish-studies-ba-hons/overview/](https://www.liv.ac.uk/study/undergraduate/courses/irish-studies-ba-hons/overview/).

31. Work experience:

   N/A

32. Other requirements:

   N/A

Part D: Programme Structure

33. Programme Structure:

   **Year 1 (FHEQ Level 4)**

   **Semester 1**
   45 credits of optional modules in Irish Studies
   Minor subject (15 credits)

   **Optional modules**
   - 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**
   45 credits of optional modules in Irish Studies
   Minor subject (15 credits)

   **Optional modules**
   - 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)

   **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**
   60 credits of optional modules in Irish Studies
Optional modules

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)
IRIS219 – ‘A Terrible Beauty’: the life and work of W.B. Yeats (30 credits)
HLAC211 – HLC Volunteering and Experience 1 (15 credits)+

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

Optional modules

IRIS204 – Revolutionary Road II (15 credits)
IRIS220 – The Transformation of Ireland, 1923-2000 (15 credits)
IRIS221 – Irish Fiction (30 credits)
HLAC200 – Living the Global Eighteenth Century (15 credits)
HLAC212 – HLC Volunteering and Experience 2 (15 credits)+

**Whole session**

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

*POLI240 would represent 15 credits in each semester.
+Subject to suitable placement being available.

**Year 3 (FHEQ Level 6)**

At Level 6, students may choose from the following options.

Option 1

**Semester 1**
45 credits of optional modules

**Semester 2**
45 credits of optional modules

**Whole session**
IRIS400 - Dissertation (30 credits)*

Option 2

**Semester 1**
60 credits of optional modules

**Semester 2**
IRIS310 - Dissertation (30 credits)*
30 credits of optional modules

**Semester 1**

Optional modules

IRIS305 - The Irish in Nineteenth-Century Britain, USA and Australia
(15 credits)
IRIS311 – James Joyce: a writing life (30 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**

*Optional modules*

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)
IRIS331 – Late Modernism (30 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)

- Students must take either IRIS310 or IRIS400
- 15 credits in each semester may be taken from modules elsewhere in the School with prior permission from the Subject Lead

*IRIS400 would represent 15 credits in each semester.*

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### 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 Coordinator, 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 Year 2, although other forms of arrangement will be considered by negotiation with the relevant Subject Lead. 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 Year 2 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 principal element of assessment is a long piece of academic writing which focuses on the aspects of the project relevant to study. Students are supported in the preparation of the essay and the associated portfolio of project-related materials 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:

Teaching and Learning
The programme is taught through a mixture of lectures, lecture-classes, seminar presentations and small group discussions. There is progression through the degree from a highly structured first year which leans towards a greater balance of lectures, to a third year in which there is a much lower proportion of lectures to small group work.

Lectures provide a basic framework and thematic unity for each module, and introduce students to the key topics and central concepts or methodologies of the subject. They provide core material for the course and are arranged on the assumption that lecture notes form a shared starting point for tutorial discussion, essay writing and revision.

Seminars are small discussion groups of 10-15 students. In both dimensions of the degree teaching and learning do not hinge upon a one-way flow of information from lecturers to students, but require preparation and interaction on both sides. Students are encouraged to lead discussions, and are given credit for seminar presentation and contributions to discussion in some modules. Some lecturers favour role-play techniques or organise structured debates instead of rolling discussions. Alternatively, some lecturers prefer to lead the discussion themselves, after allocating preparation to individuals on particular items of the discussion agenda.

Academic advisors are also responsible for meeting their advisees 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 appropriate committees in the School. A peer observation scheme of teaching is operated to monitor and maintain teaching effectiveness. All tutors keep office hours when they are available to see students on a drop-in basis, and students may also contact tutors by arrangement via email.

Assessment
There is no one standard means of module assessment. Modules are assessed through a combination of coursework (usually essays) and sometimes an end of semester examination. Some modules formally assess seminar performance and award a percentage of the final mark for that performance. Details of the assessment method for each module are contained in the module descriptors distributed to students at the beginning of each module. Further information on assessment is given on the VITAL site for each module.

36a. Learning, Teaching and Assessment methods:
Learning and teaching methods include lectures, tutorials, seminars and workshops. Teaching groups are referred to as tutorials if they involve between 6 and 10 students; seminars groups are larger, but do not normally exceed 18; workshops are similar in size but have a more distinct practical element. The students are thus involved in working in groups, as well as directed individual work.

All modules include assessed coursework of one kind or another - essays, analytical exercises, projects, seminar performance. Assessment is designed within the department’s template for assessed work, which ensures as far as possible parity of workload. Students receive feedback on all assessed coursework. Feedback is given on standard pro-formas and all markers are expected to use the agreed marking descriptors.

Modules are assessed by a variety of methods, including traditional examinations, seen and open-book exams, the dissertation, projects, essays, analytical exercises, presentations, or a mix of these. A template for assessment has been agreed which ensures that each taught unit carries a broadly equivalent assessment load, while preserving the present variety of assessment methods, which students value. Details of the assessment method for individual modules can be obtained from the descriptions of individual modules.

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:II, 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 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 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.

### 38. Student representation and feedback:

A departmental Staff/Student Liaison Committee (SSLC) in the Institute of Irish Studies 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](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 will be encouraged to participate in both Committees. 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 relevant Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

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

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

N/A

Part G: Diversity & Equality Of Opportunity And Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme’s design, structure and content are consistent and comply with the University’s Diversity and Equal Opportunities Policy (http://www.liv.ac.uk/diversity-and-equality/policies/).

Within both departments 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.

Both departments strive to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

Annex 1

Annex of Modifications Made to the Programme

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

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
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TQSD/14.15
2016-17 v.1
1. New External Examiners (not yet appointed for 2016/17)
2. Updates to skills mapping to reflect programme structure changes
3. Changes to work placement module (HLAC212)
4. Changes to programme structure at Levels 4, 5 and 6

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