



University of Brighton

PROGRAMME SPECIFICATION

Final

PART 1: COURSE SUMMARY INFORMATION

| Course summary | | |
|--|---|----------------------|
| Final award | BA Hons: History, Literature and Culture | |
| Intermediate award | (i) BA: History, Literature and Culture; (ii) Dip HE: History, Literature and Culture; (iii) Cert HE: History Literature and Culture | |
| Course status | Validated | |
| Awarding body | University of Brighton | |
| School | Humanities | |
| Location of study/ campus | Grand Parade | |
| Partner institution(s) | | |
| <i>Name of institution</i> | <i>Host department</i> | <i>Course status</i> |
| 1. | | SELECT |
| 2. | | |
| 3. | | |
| Admissions | | |
| Admissions agency | UCAS | |
| Entry requirements <i>Include any progression opportunities into the course</i> | <p>Typical entry requirements. Individual offers may vary. Please check the University's website for current entry requirements.</p> <p>Applicants are required to attend an interview for this course as offers will be made primarily upon the interview.</p> <p>A-levels: BBC</p> <p>BTEC:DDM.</p> <p>International Baccalaureate:28 points.</p> <p>Access to HE Diploma pass with at least 45 credits at level 3. Humanities or history courses preferred.</p> <p>GCSE (minimum grade C) or Access Equivalent at least three subjects including English language and mathematics or a science.</p> <p>For non-native speakers of English:IELTS 6.0 overall, with 6.0 in writing and a minimum of 5.5 in the other elements.</p> | |
| Start date (mmm-yy) <i>Normally September</i> | September 2018 | |

| Mode of study | | | |
|--|-------------------------------------|---|----------------------------|
| Mode of study | Duration of study (standard) | Maximum registration period | |
| Full-time | 3 years | 8 years | |
| Part-time | 4 years | 8 years | |
| Sandwich | Select | Select | |
| Distance | Select | Select | |
| Course codes/categories | | | |
| UCAS code | LQV0 | | |
| Contacts | | | |
| Course Leader (or Course Development Leader) | Vicky Margree | | |
| Admissions Tutor | Vicky Margree | | |
| Examination and Assessment | | | |
| External Examiner(s) | Name | Place of work | Date tenure expires |
| | Dr Vybarr Cregan-Reid | University of Kent (Canterbury) | 30/09/2020 |
| Examination Board(s) (AEB/CEB) | Humanities | | |
| Approval and review | | | |
| | Approval date | Review date | |
| Validation | 1988 ¹ | 23 rd February 2018 ² | |
| Programme Specification | February 2018 ³ | February 2019 ⁴ | |
| Professional, Statutory and Regulatory Body 1 (if applicable): | | 5 | |
| Professional, Statutory and Regulatory Body 2 (if applicable): | | | |
| Professional, Statutory and Regulatory Body 3 (if applicable): | | | |

¹ Date of original validation.

² Date of most recent periodic review (normally academic year of validation + 5 years).

³ Month and year this version of the programme specification was approved (normally September).

⁴ Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

⁵ Date of most recent review by accrediting/ approving external body.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are:

- To develop the intellectual skills appropriate for an honours degree.
- To provide students with an academic education upon which further personal and career development can proceed.
- To facilitate the development of transferable skills – of synthesis and critical analysis, as well as more general skills of oral and written communication, and independent research.
- To develop the transferable skills of critical thinking and problem solving.
- To foster a questioning attitude toward the histories, cultures and political systems which frame contemporary life.
- To use assessment procedures pedagogically as well as summatively.

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate⁶.

| | |
|--|---|
| Knowledge and theory | <p><u>Knowledge and Theory</u></p> <p>Demonstrate knowledge of and be able to critically engage with methodologies and questions common to the Humanities Programme. (L4⁷ and L5)</p> <p>Demonstrate the ability to use critical theoretical skills in relation to issues pertinent to the particular degree taken. (L6)</p> <p>Demonstrate the ability to employ interdisciplinary means of working in relation to specific areas of study.</p> |
| <p>Skills</p> <p>Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.</p> | <p><u>Skills</u></p> <p>2. Intellectual Skills</p> <p>To be capable of critical thinking and have developed problem solving capabilities, demonstrated by the use of interdisciplinary approaches to the study of cultural, historical and political events.</p> |

⁶ Please refer to *Course Development and Review Handbook* or QAA website for details.

⁷ Qualification award level descriptors are described in accordance to the Framework for Higher Education Qualifications (FHEQ) as follows:

Level 7 Masters degrees / Postgraduate certificates and diplomas (previously LM)

Level 6 Bachelors degrees / Graduate certificates and diplomas (previously L3)

Level 5 Diplomas of higher education and further education / Foundation degrees / Higher National diplomas (previously L2)

Level 4 Certificates of higher education (previously L1)

2. Practical Skills

To be able to engage with others in a reasonable, structured and coherent manner.

To grasp essential elements of argument and respond in an appropriate manner to challenges.

Transferable Skills

To be able to synthesise and critically analyse information.

To be able to engage in effective oral and written communication.

To be able to act as an independent researcher.

Detail:

The History, Literature, and Culture degree is seminar-driven, interdisciplinary, and developmental. It uses a variety of theories and approaches drawn from a range of disciplines, including philosophy, history, politics, cultural studies and critical theory, to investigate issues arising from the contemporary world. This degree investigates the interconnections between three overlapping objects of study – literatures, histories and cultures - brought into focus by theories of narrative and ideology. It explores the role of narratives in the representation of social relations, the formation of cultural maps of meaning, the fashioning of personal and collective identities, and the conflict between dominant and subordinated social groups. The distinction between ‘fictional’ or ‘poetic’ and ‘factual’ or ‘historical’ literatures is subjected to critical interrogation, their inter-textual relations analysed, and their social and political effects evaluated. Drawing on methods from cultural and social history, literary studies and critical theory, the degree develops an interdisciplinary approach to the study of textual representations and lived subjectivities within specific historical and cultural contexts.

By the end of **Level 4**, students are

[1i] familiar with some basic methodologies of the disciplines concerned;

[1ii] equipped with conceptual tools for Levels 5 and 6;

[1v] beginning develop interdisciplinary skills, drawing on different subject methodologies;

By the end of **Level 5** students are

[2i] in relative command of key conceptual categories;

[2ii] familiar with the basics of the Western intellectual tradition;

[2iii] able to reflect critically upon ‘the Western intellectual tradition’;

[2iv] familiar with applications of disciplinary methodologies in an interdisciplinary context;

[2v] equipped with a solid base for the specialised modules of Level 6, in terms both of content and of critical and independent approaches to it.

By the end of the **Project [Dissertation or Independent Study] (Levels 5 and 6)**, students will have [3i] acquired a detailed knowledge and understanding of their chosen area of investigation.

By the end of **Level 6**, students will have

[3ii] consolidated, applied and developed the methodologies introduced in

| | |
|---|---|
| | <p>Level 5; [3iii] gained knowledge and understanding of a particular theme arising from the contemporary world.</p> <p>Skills: In addition to the acquisition of the knowledge base necessary for an understanding of the above issues, the educational thrust of the degree is the development of analytic and synthetic skills, as well as more general skills of oral and written communication, and of research.</p> <p>By the end of Level 4, students are [1iii] familiar with the learning and teaching strategies of the degree, in particular the emphasis on developing their abilities to organise and present argument both orally and in writing; [1iv] equipped with the skills necessary to proceed to complete Level 5.</p> <p>By the end of Level 5, students are [2vi] able to read texts more closely, contextually and critically; [2vii] able further to develop their learning capacities through active participation in seminars and the production of increasingly rigorous written work; [2viii] equipped with the skills necessary to proceed to complete Level 6.</p> <p>By the end of the Project [Dissertation or Independent Study] (Levels 5 and 6), students will have developed [3iv] the ability to carry through a sustained piece of research and argument; [3v] developed their capacity for independent and self-motivated learning; [3vi] the capacity to write clearly, precisely and coherently in an appropriate register.</p> <p>By the end of Level 6, students will have [3v] developed their capacity for independent and self-motivated learning; [3vi] the capacity to write clearly, precisely and coherently in an appropriate register; [3vii] consolidated their analytic, synthetic, critical and comparative abilities through the effective preparation and presentation of competently researched oral and written work.</p> |
| QAA subject benchmark statement (where applicable) ⁸ | <p>The QAA English Subject Benchmark (February 2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf</p> <p>The QAA History Subject Benchmark (December 2014) http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf</p> <p>The QAA Philosophy Subject Benchmark (February 2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-philosophy-15.pdf</p> |

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| PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable) |
| Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included. |
| Not applicable |

⁸ Please refer to the QAA website for details.

LEARNING AND TEACHING

Learning and teaching methods

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about the learning and teaching methods used on the course.

Details of Learning and Teaching Methods

Lectures

Lectures, usually lasting an hour and a half with time for questions, are the means by which tutors disseminate information, provide particular perspectives on issues, make links not present in the reading, draw together the different themes of courses, and offer stimulus for discussion.

Tutorials

Tutorials provide central support for seminar and written work. Pre-essay tutorials, at which students are required to bring a detailed essay plan, on which tutors provide both written and oral feedback, help to direct reading and the structuring of the task. Post-essay tutorials, whether concentrating on an analysis of the work's qualities (predominant in Level 4) or a development of the topic in question (predominant in Level 6), or both, enable students and tutors to work together to ensure that particular strengths and weaknesses are identified, and, respectively, built upon and remedied. Students also have tutorials with both their seminar and personal tutors to talk through the strengths and weaknesses of their seminars performance.

Seminars

Given the emphasis on the development and assessment of oral, as well as written, communication skills, seminars are central to student learning. Active engagement in seminar discussion is an indispensable condition for the successful completion of the degree. In seminars, theory and data are collectively explored, and ideas are elaborated and tested. Seminar are assessed, and learning objectives set in the seminar assessment are central to the completion of the degree.

Academic Development

In addition to the acquisition of the knowledge necessary for an investigation of these issues, the educational thrust of this degree, as of the whole programme, is the development of transferable skills - of synthesis and critical analysis, as well as more general skills of oral and written communication, and independent research. These skills are built into the teaching of the degree.

Project

Project work begins with an introductory lecture and seminar-based workshops in semester 2 of level 5. A project proposal is produced and assessed at the end of level 5, and the project continues through level 6 with regular one-to-one supervisory sessions until submission in the final semester of the degree.

ASSESSMENT

Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about how the course is assessed.

The pattern of assessment encompasses oral as well as written work, and is informed by the learning outcomes set out for each Unit of Study (see Course Outlines).

Level 4 Assessment

For all Level 4 modules, learning outcomes (1i), (1ii), (1iii) and (1iv) are assessed by essays and seminar work, with the option of an alternative assessment in the form of a video log available in semester 2 on one of the core modules – *HC455 Understanding Society in a Global World*.

Level 5 Assessment

For semesters 3 and 4 of the Level 5 Core Modules, all five learning outcomes are assessed by essays and seminar work. Learning outcomes (2i), (2ii), (2iii), (2iv), (2v), (2vi) are assessed by essays and seminar work; learning outcome (2vii) is assessed by essays and seminar work.

For semesters 3 and 4 of the Level 5 Option Modules, learning outcomes (2i) (2ii), (2iii), (2iv) and (2vii) are assessed by essays and seminar work, with the option of an alternative assessment in the form of a video log available in semester 4 on each of the Option Modules; Learning outcome (2vii) is assessed by essays and seminar work.

Level 6 Assessment

The learning outcomes of the dissertation are assessed by a substantial piece of writing completed by the 2nd week after the Easter vacation, and an Oral Examination towards the end of semester 6, as detailed in the Project Unit of Study. There is an option of an alternative assessment in the form of independent study, which is assessed by either a substantial piece of written work or written work plus audio and/or visual presentations of reports.

For all Level 6 Option modules, learning outcomes (3ii), (3iii), and (3iv) are assessed by essay and seminar work; learning outcomes (3i), (3v), (3vi) and (3vii) by essay and seminar work.

General Comments on forms of Assessment:

Essay Assessment

Essays are assessed in relation to key learning outcomes of the course, with particular emphasis on the student's ability to:

- (i) produce a clearly structured and cogently argued essay;
- (ii) draw on a range of interdisciplinary resources and demonstrate their relevance to the question at hand;
- (iii) identify the key issues and problems in their analysis, and in the upper range begin to question the assumptions of the texts, objects and issues discussed;
- (iv) demonstrate an awareness of appropriate concepts and knowledge

Seminar Assessment

The seminars and oral presentations are assessed in relation to

- (i) students' ability to contribute effectively to group work, responding and listening appropriately to the contributions of others,

- (ii) clarity of thought and of argument in presentation,
- (iii) knowledge of key concepts and arguments in relation to required reading.

Project

Students are expected to display all their acquired skills in the completion of an 10,000 word project, submitted in the last semester of the third year. This project work commences in semester 4 (the second semester of the second year) with lectures and workshops on the ways to select, prepare for, and complete a piece of research work. Students work on their project for eighteen months and are expected to become experts in their chosen field. They receive regular guidance from their project supervisor.

Projects take the form of standard academic dissertations or an independent study.

An Independent Study is a project which encourages a student to demonstrate initiative in the treatment of problems, the relation of academic skills to the wider, non-academic world, and a mature reflection upon learning processes. It issues in either a substantial piece of written work or written work plus audio and/or visual presentations of reports. It is distinguished from the dissertation in the demands that it must relate to the wider, non-academic world and involve explicit reflection upon the processes of learning which the student experiences.

| Learning Outcome | Assessment method | Module | Number of credits |
|--|-------------------|--------|-------------------|
| SEE THE APPENDIX at the end of this document for the ASSESSMENT MATRIX (All BA Degrees in the Humanities programme | | | |
| | | | |
| | | | |

SUPPORT AND INFORMATION

| | |
|---|--|
| Institutional/ University | <p>All students benefit from:</p> <ul style="list-style-type: none"> University welcome week Course Handbook Extensive library facilities Computer pool rooms (indicate number of workstations by site) E-mail address Welfare service Personal tutor for advice and guidance |
| Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include: | <p>In addition, students on this course benefit from:</p> <p>Please refer to information held in studentcentral.</p> |

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

PROGRAMME STRUCTURE

The course is delivered across three Levels and it is structured around two main types of modules: Core and Option.

Core modules are compulsory for all Humanities Programme students. Students will choose Option modules that are particular to their degree and others from across the Programme. All Option modules belong to and form a Pathway. Each pathway has its own, unique set of Option modules and allows the students to specialise on the topics that interest them most. Each Pathway consists of two level 5 option modules (in first and second semester respectively) and one level 6 option module. The 3 option modules that constitute a pathway are developmental – each one builds on and presumes the knowledge, conceptual tools and understanding developed in, the preceding option module. At the end of Level 4 students are introduced to the different Option pathways and they pick those that are closest to their interests. They start their Option pathway's modules in Level 5.

Level 4

At Level 4 students take six compulsory one semester modules: Historical Inquiry (20 credits), Philosophical Inquiry (20 credits) and Studying Cultures (20 credits), and Democracy: From Athens to Baghdad (20 credits), Understanding Society in a Global World (20 credits) and Approaching Narratives (20 credits).

Level 5

At Level 5 students take a two semester compulsory Core module on 'Critical Traditions in Western Thought' and four modules from Option pathways (two from the options specific to their degree and two from across the programme). Each module carries 20 credits.

Level 6

At Level 6 students take the two Option modules which follow on from their Level 5 Option modules, and continue work on Projects. The completed project is submitted in the first week after the Easter Vacation, after which students prepare for their oral exams.

The compulsory and optional modules on the course are shown below.

HUMANITIES PROGRAMME

teaching diagram

| | CORE | OPTION | ACADEMIC DEVELOPMENT PROGRAMME |
|-----------------------------|---|---|---|
| LEVEL 4: 120 credits | | | |
| Semester 1 | Philosophical Inquiry <i>20 Credits</i> Approaching Narratives <i>20 credits</i> Historical Inquiry <i>20 Credits</i> | n/a | <i>integrated</i> |
| Semester 2 | Studying Cultures <i>20 Credits</i> Understanding Society in a Global World <i>20 Credits</i> Democracy: From Athens to Baghdad <i>20 Credits</i> | | |
| LEVEL 5: 120 credits | | | |
| Semester 1 | Critical Traditions pt1 <i>20 credits</i> | Option A Module <i>20 credits</i> | Option B Module <i>20 credits</i> |
| Semester 2 | Critical Traditions pt2 <i>20 credits</i> | Option A Module <i>20 credits</i> | Option B Module <i>20 credits</i> |
| LEVEL 5: 120 credits | | | |
| Semester 1 | Project <i>60 credits</i> | Option A Module <i>30 credits</i> | Option B Module <i>30 credits</i> |
| Semester 6 | | | |

Student Contact Hours* Assumed private study hours

| | | |
|-----------------|-----|------|
| Level 4 | | |
| Semester One | 135 | 465 |
| Semester Two | 135 | 465 |
| Level 5 | | |
| Semester Three | 130 | 470 |
| Semester Four | 130 | 470 |
| Level 6 | | |
| Throughout Year | 160 | 1040 |

*Subject to length of University academic year

Modules

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)*

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

* *Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*

| Level^p | Module code | Status | Module title | Credit |
|--------------------------|---|---------------|---|---------------|
| 4 | HC451 | C | Historical Inquiry | 20 |
| 4 | HC450 | C | Philosophical Inquiry | 20 |
| 4 | HC452 | C | Studying Cultures | 20 |
| 4 | HC453 | C | Democracy: From Athens To Baghdad | 20 |
| 4 | HC455 | C | Understanding Society in a Global World | 20 |
| 4 | HC454 | C | Approaching Narratives | 20 |
| 5 | HC550 and HC 551 | C | CORE COURSE: Critical Traditions 1 & 2 | 2 X 20 |
| 5 | HC566/ 7 HC570/ 1 HC578/ 9 HC556/ 7 HC 560/1 HC 552/3 HC554/ 5 HC576/ 7 HC558/ 9 HC564/ | O | <p>One of 3 Degree OPTION MODULES followed through year:</p> <p>Culture and Conflict in the Contemporary World – Critical Approaches &; Representation and the Cultural Politics of Conflict</p> <p>Fictions in History: Victorian Gothic: Popular Fiction in Historical Content &; Realism, Modernism & Postmodernism</p> <p>Philosophy & Literature: Reason, Romanticism, Revolution &; From Existentialism to Marxism</p> <p>One of the following Programme OPTION MODULES followed through year:</p> <p>Politics, History and Ideology: The Age of European Dominance 1870-1945 &; Cold War/Hot War</p> <p>Race & Resistance: Race, Conflict & Identity &; Racism and Anti-Racist Struggle: the Ethics and Politics of Resistance</p> <p>Self and Society: Conceptualising Subjectivity/Self and Society: Subject, Subjectivity and Subjection</p> <p>War, Terror and Democracy: War, Violence and Terror &; Contemporary Warfare in the Middle East</p> <p>Terror and Terrorism: War, Violence and Terror &; Histories of Terror and Terrorism</p> <p>Globalisation, History and Identity: Experiencing Contemporary Globalisation &; Globalisation and History: The Middle East & the West</p> <p>Global Politics: Movements, Power, Democracy &;</p> | 2 X 20 |

⁹ All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

| | | | | |
|---|--|---|---|----------------|
| | <p>5</p> <p>HC581/ 2</p> <p>HC583/ 4</p> <p>HC587/ 8</p> <p>HC589/ 590</p> <p>HC585/ 6</p> | | <p>Justice & Conflict and Development in a Globalising World</p> <p>Critical Theory & Radical Politics: The Politics of Critique &; Structuralism, post-structuralism and the politics of critique</p> <p>Morality, Politics and the Good Life: Reading Plato's Republic in a Global Polity &; Body Politics</p> <p>Politics of the Past</p> <p>Radical Histories</p> <p>Global Society: Globalisation and the Network Society &; Media, Culture, Communication</p> | |
| 6 | | O | <p>One of 3 DEGREE OPTION MODULES which develop work of year 2 option</p> <p>HC670 Culture and Conflict: Narrating the Contested Past: Northern Ireland and South Africa</p> <p>HC664 Fictions in History: Caribbean and African American Writing: 'Race', History, Fiction and Resistance</p> <p>HC680 Philosophy & Literature: From Poststructuralism to Posthumanism</p> <p>One of the following PROGRAMME OPTION MODULES which develop work of year 2 option</p> <p>HC656 Politics, History and Ideology: From Pax Americana to the Ends of History</p> <p>HC660 Race & Resistance: The Politics & Ethics of Inclusion and Exclusion in Israel/Palestine & Systems of Control...</p> <p>HC652 Self & Society: Marxisms and Feminisms</p> <p>HC654 War, Terror and Democracy: The Holocaust and Genocide</p> <p>HC658 Terror and Terrorism: War, Terror and Civilians</p> <p>HC677 Globalisation, History and Identity</p> <p>HC666 Global Politics: The Crisis of Global Governance: Global Environmental Politics, Human Rights & Humanitarian Intervention</p> <p>HC681 Global Society: The Challenges of Global Society: Global Security and Global Sustainability</p> <p>Morality, Politics and the Good Life: The Ethics and</p> | All 30 credits |

| | | | | |
|--|-------|---|---|------------|
| | HC676 | | Politics of Global Society | |
| | HC682 | | Politics of the Past | |
| | HC683 | | Radical Histories | |
| | HC621 | | Critical Theory & Radical Politics: Bodies in Dispute | |
| | HC657 | M | Project for History, Literature, Culture | 60 credits |

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

| AWARD AND CLASSIFICATION | | | | | | | |
|---------------------------------|---------|---------------------------------|--------------------------|-----------------------------|---|---|----------------|
| Award type | Award* | Title | Level | Eligibility for award | | Classification of award | |
| | | | | Total credits ¹⁰ | Minimum credits ¹¹ | Ratio of marks ¹² : | Class of award |
| Final | BA Hons | History, Literature and Culture | 6 | Total credit 360 | Minimum credit at level of award 90 | Levels 5 and 6 (25:75) | Honours degree |
| Intermediate | BA | History, Literature and Culture | 6 | Total credit 300 | Minimum credit at level of award 60 | Level 6 marks | Not applicable |
| Intermediate | DipHE | History, Literature and Culture | 5 | Total credit 240 | Minimum credit at level of award 90 | Level 5 marks | Not applicable |
| Intermediate | CertHE | History, Literature and Culture | 4 | Total credit 120 | Minimum credit at level of award 90 | Level 4 marks | Not applicable |
| Select | | | Select | Total credit Select | Minimum credit at level of award Select | Select | Select |
| *Foundation degrees only | | Progression routes from award: | | | | | |
| Award classifications | | Mark/ band % | Foundation degree | Honours degree | | Postgraduate¹³ degree (excludes PGCE and BM BS) | |
| | | 70% - 100% | Distinction | First (1) | | Distinction | |
| | | 60% - 69.99% | Merit | Upper second (2:1) | | Merit | |
| | | 50% - 59.99% | Pass | Lower second (2:2) | | Pass | |
| | | 40% - 49.99% | | Third (3) | | | |

¹⁰ Total number of credits required to be eligible for the award.

¹¹ Minimum number of credits required, at level of award, to be eligible for the award.

¹² Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

¹³ Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

The examination and assessment regulations for the course should be in accordance with the University's General Examination and Assessment Regulations for Taught Courses (available from staffcentral or studentcentral).

| | |
|---|---|
| <p>Specific regulations which materially affect assessment, progression and award on the course</p> <p>e.g. Where referrals or repeat of modules are not permitted in line with the University's <i>General Examination and Assessment Regulations for Taught Courses</i>.</p> | <p>The course regulations are in accordance with the University's General Examination and Assessment Regulations (available from the school office or student central).</p> |
| <p>Exceptions required by PSRB</p> <p>These require the approval of the Chair of the Academic Board</p> | |

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IX:

BA (Hons) Degrees on Humanities Programme - Assessment Matrix

| Level and LOs | Unit of Study (* Indicates if Shared) | Credit | Assessment Timing | Assessment Task(s) / Evidence and learning objectives met |
|--|--|--------|---|---|
| LOs: 1(i); 1(ii); 1(iii) 1(iv) | Historical Inquiry | 20 | Semester 1, Week 12 Semester 1, Continuous | Submission of 1200 word essay. Weekly Seminar Assessment |
| L4 LOs: 1(i); 1(ii); 1(iii) 1(iv) | Philosophical Inquiry | 20 | Semester 1, Week 13 Semester 1, Continuous | Submission of 1200 word essay. Weekly Seminar Assessment |
| LOs: 1(i); 1(ii); 1(iii) 1(iv) | Approaching Narrative | 20 | Semester 1, Week 13 Semester 1, Continuous | Submission of 1200 word essay. Weekly Seminar Assessment |
| LOs: 1(i); 1(ii); 1(iii) 1(iv) | Democracy: From Athens to Baghdad | 20 | Semester 2, Week 6 Semester 2, Continuous | Submission of 1500 word essay. Weekly Seminar Assessment |
| LOs: 1(i); 1(ii); 1(iii) 1(iv) 1(v) | Understanding Society in a Global world | 20 | Semester 2, Week 8 Semester 2, Continuous | Submission of 1500 word essay. Weekly Seminar Assessment |
| LOs: 1(i); 1(ii); 1(iii) 1(iv) 1(v) | Studying Cultures | 20 | Semester 2, Week 12 Semester 2, Continuous | Submission of 1500 word essay. Weekly Seminar Assessment |

| | | | | |
|--|---|----|--|--|
| | | | | |
| 2(i), 2(iv) 2(v) 2(vi) 2(vii) 2(viii) | Degree Course Option (see Course Map) | 20 | Semester 1, Week 7 Semester 1, Continuous | Submission of 2000 word essay Weekly Seminar Assessment |
| 2(i), 2(ii) 2(iii) 2(vi) 2(vii) 2(viii) | Critical Traditions 1 | 20 | Semester 1, week 11 Semester 1, Continuous | Submission of 2000 word essay Weekly Seminar Assessment |
| 2(i), 2(iv) 2(v) 2(vi) 2(vii) 2(viii) | Programme Course Option (see Course Map) | 20 | Semester 1, Week 13 Semester 1, Continuous | Submission of 2000 word essay Weekly Seminar Assessment |
| 2(i) 2(ii) 2(iii) 2(vi) 2(vii) 2(viii) | Critical Traditions 2 | 20 | Semester 2, Week 8 (2nd week after Easter break) Semester 2, Continuous | Submission of Essay 2500 words Weekly Seminar Assessment |
| 2(i) 2(iv) 2(v) 2(vi) 2(vii) 2(viii) | Degree Course Option 2 (see course map) | 20 | Semester 2, Week 13 Semester 2, Continuous | Submission of Essay 2500 words Weekly Seminar Assessment |
| 2(i) 2(iv) 2(v) 2(vi) 2(vii) 2(viii) | Programme Course Option (see Course Map) | 20 | Semester 2, Week 6 (week before Easter) Semester 2, Continuous | Submission of Essay 2500 words Weekly Seminar Assessment |
| L6 LOs: 3(ii) 3(iii) 3(v) 3(vi) 3(vii) | Degree course option | 30 | Term 1 Week 7 Term 2, Week 11 Terms 1 and 2, Continuous | Submission of 2500 word essay. Submission of 2500 word essay Continuous Seminar Assessment |
| L6 LOs: | Programme Course Option | 30 | Term 1 Week 11 | Submission of 2500 word essay. |

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| 3(ii) 3(iii) 3(v) 3(vi) 3(vii) | | | Term 2, Week 7 Terms 1 and 2, Continuous | Submission of 2500 word essay Continuous Seminar Assessment |
| LOs: 3(i) 3(iv) 3(v) 3(vi) | Project | 60 | Semester 2, Week 8 (Term 3, week 1) Semester 2 Week 8-9 (term 3, weeks 4-5) | Submission of a substantial independently produced written project of 10000 words. Oral Examination of Project Presentation to students and staff. |