Programme Area: Arts, Humanities and Social Sciences

BA (Hons) English and History

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	**28 March 2022** Amended 10 June 2024
2	**Next Scheduled Review Date: [Month/Year]**	March 2028 **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	BA (Hons) English and History: 01 September 2023
4	**Version Number**	3.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) English and History	

1a	Programme Code
BAENHI01F22	

2	Brief Summary (for Marketing Purposes)

The BA (Hons) English and History joint programme provides you the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding, which reflects their passion and interests in the chosen subjects and may expand career options and lead to a broader range of transferable skills.

The English element of study offers a vibrant, wide-ranging, and innovative curriculum, and an engaging encounter with the power of human creativity and the rich heritage of literary expression. You will study writers from Ovid and Shakespeare to Bernadine Evaristo and Ali Smith and direct your literary passions through our diverse modules and forms of assessment from creative writing to detective and Gothic fiction, children's, world, and American literature, from film studies to musical lyrics, Romanticism to Victorian and contemporary literature in English.

You will develop skills fit for the 21st century by combining written essays and presentations with e-portfolios, videos, posters, hypertexts, digital publication, and independent research projects. You will experience innovative small group teaching and close academic support guaranteeing an encouraging and personalised setting for your learning journey. You will discover first-hand why we have such a strong reputation for student satisfaction and teaching excellence.

This history modules studied as part of this joint programmes offer you a course of critical historical study across a range of exciting topics and time-periods utilizing the latest insights and techniques, primarily within the context of social, cultural and political history. The course takes you on a journey by engaging with documentary research, the study of artefacts, digital collections and visits to relevant heritage sites, archives and museums. You will explore a range of fascinating topics spanning a number of historical eras, in a wide variety of local, national and global contexts. Modules cover subjects as diverse as medieval Europe; the Vietnam War and Cold War; sexuality, race, class and gender identity; the history of espionage; early modern reformation and revolution; the British Empire; the history of magic; the history of the city; the Atlantic slave trade; the French and Haitian Revolutions; and the histories of crime, punishment, popular protest and modern dictatorship.

Students analyse data, images and texts, construct, debate and defend arguments and engage in original historical research side-by-side with experts in the field. The learning journey moves from introductory subjects with an emphasis on taught skills in first year through to an independent, research-based dissertation in final year. There is also the opportunity to look at how history is encountered within the community and take a work-based placement that enhances student career goals and direction.

The degree enhances employability by focusing on highly desirable and transferable critical thinking and analytical skills, professional writing practices and the art of constructing persuasive arguments. As well as learning about people in the past, on this course you can expect to investigate how people today engage with history and consider how the past can be brought alive.

3	Awarding institution	Bishop Grosseteste University (BGU)		
3a	Programme Length	**Full-Time** 3 years		**Part-Time** n/a
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Arts & Humanities		
5	HECoS/UTT/UCAS code(s) .	**HECoS/CAH2** 100319; CAH19-01-03 literature in English 100302 CAH20-01-01 History	**ITT** N/A	**UCAS code QV31**
6	**Framework for HE Qualifications position of final award(s)**	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	**Alignment with University Credit Framework**	Undergraduate		
8	**Compliance with University Assessment Regulations**	Undergraduate Awards		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	n/a		

Awards

10	**Final Award title(s)**	BA (Hons) English and History
10a	**Exit or Fall back Award title(s)**	CertHE in English and History (120 credits) DipHE in English and History (240 credits) Ordinary Degree in English and History (300 credits)
10b	**Pathway**	n/a
11		
	(i) Combined Honours Awards available e.g.:	BA (Hons) English and Education Studies BA (Hons) English and History

	• BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	BA (Hons) English and Psychology BA (Hons) Archaeology and History BA (Hons) History and Education Studies BA (Hons) History and Theology, Philosophy and Ethics

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		n/a	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		n/a	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	n/a
15	Date and outcome of last PSRB approval/accreditation	n/a
16	Expiry Date of PSRB approval	n/a

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

The BA (Hons) English and History joint programme fulfils the two QAA Benchmark statements that are applicable to it: QAA English Subject Benchmark Statement (2019) and QAA History Subject Benchmark Statement (2019).

The English curriculum aligns with the QAA English Subject Benchmark Statement (2019) and is informed by the QAA Higher Education Credit Framework for England: Advice on Academic and Credit Arrangements (2021), and in accordance with BGU new Curriculum and Credit Framework (2021). The following is the link to the QAA 2019 English Subject Benchmark Statement https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf

The History curriculum aligns with the QAA 2019 History Subject Benchmark Statement is available at the following link: https://www.qaa.ac.uk//en/quality-code/subject-benchmark-statements

The below draft for consultation was also consulted and used to inform elements of this programme specification: QAA (2021) Subject Benchmark Statement: History (draft for consultation): https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/consultation-on-revised-subject-benchmark-statements

18	Programme Aim

The aims of the BA (Hons) English and History are listed as follows:

The English element of this programme aims to provide a diverse and engaging programme that combines historical overviews and period modules with the opportunity to explore a variety of more specific literary frameworks and engagements with alternative textual materials and media, ranging from rap music and films to graphic novels and comics. It envisages an in-depth study of 'writing from periods before 1800, and a range of principal literary genres across prose, poetry and drama' (p. 5), and of a 'breadth of literatures in English, including regional and global varieties' of English (p. 5). It examines the ways in which readers shape texts; of 'the relationships between different genres and different media' (p. 5), as well as the ways in which 'culture, language, technology and economics affect how, where and by whom texts are produced and received.' (p. 5). It engages with related subjects such as film studies, creative writing, drama, English language and, more uniquely with education studies and psychology. It cultivates 'interdisciplinary modes of study which continue to reshape the contours of English' through 'critical and cultural theory, digital humanities, […], 'postcolonial studies, women's studies, gender and queer studies. (p. 4)

The English element of this programme offers and excellent learning experience and personal support through small-group teaching and direct contact with the research-active members of the team. It facilitates a vibrant engagement with current debates and literary initiatives relevant to subject development through local, national, and international events and projects. It embeds employability skills including digital literacies and project-based learning by emphasising autonomy, problem solving, and enterprising skills at levels 5 & 6, and a dissertation project at level 6. It is student-centred, research-informed, topical, and versatile in order to produce graduates who are critically reflexive, digitally literate, and enterprising, encompassing traditional and 21st-century communication skills. It fosters and enhances Graduate Attributes and employability for a range of professional careers and life-long learning, as well as subject-specific skills including the ability to communicate 'accurately and effectively', analyse critically and 'respond to the affective power of language', evaluate, and 'apply scholarly bibliographical skills' (p. 5). It is characterised by 'critical attention to the spoken and written word, to the relationship between thought and expression, and to the variety of social and cultural forms and contexts in which textual production, interpretation, and communication occur.' (p. 4)

It prepares graduates personally and professionally for careers and/or post-graduate courses relating to many and flexible professional opportunities in a vast variety of professions. Aligning to the QAA Subject Benchmark Statement for English (2019), the English curriculum promotes elements of the three strands that comprise the study of English: literature, language, and creative writing. It places more emphasis on the role and value of English within culture and society, and its international scope because it aims to foster

'effective' and 'versatile' researchers'. (p. 5). It trains graduates who are adaptable, reflective; excellent researchers and communicator who are 'sensitive to cultural contexts', 'initiate and take responsibility for their own work' (p. 6), and 'develop working relationships with others in teams'; who 'understand the role of narrative and emotion in decision-making' and are 'active, lifelong learners' (p. 6) and 'sought after' employees. (p. 6)

The English subject empowers students to be critically reflexive, digitally literate, and enterprising with strong verbal, written, and digital communication skills. It embraces both the skills-based and holistic definitions of employability aiming to inspire students to be 'versatile researchers', with 'advanced communication skills', who will become 'lifelong learners' (QAA Benchmark Statement for English, 2019: p. 4). In particular, it aims to give students the opportunities to be enterprising, critically reflexive and digitally literate, capable to contribute to local, national and global communities and economies; to develop research-informed specialist subject knowledge in literature from a range of periods, forms and cultures; and to promote to promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse literatures in English.

It provides education and training that prepare students appropriately for graduate-level careers in public, private and third sectors locally, in the UK and internationally by developing students' key skills in oral and written communication, digital literacy, and ICT, through clear but flexible assessment pathways that are relevant to 21st century work contexts; to equip students with a range of academic competencies, including discipline-specific analytic, bibliographic and research skills that will prepare them for further study or research in English or related fields (QAA Benchmark Statement for English, 2019); to promote social cohesion and responsible citizenship by developing students' understanding of alternative social and cultural contexts, through the study of diverse literatures in English, and an international, diverse, and ethical outlook.

The English element of this programme promotes and fosters independent learning and project-based learning through a supportive intellectual and pedagogical framework within which students can be stimulated, challenged, and enthused with current debates, innovations, and research. It aims to further students' engagement with English and its transformative, relevant, 21st-century nature through enhancement activities, and opportunities to engage in BGU English's growing research culture through local, national and international projects and events. For example, they will be able to participate in The Lincoln Book Festival and National Poetry Day; to participate in projects and events organised in collaboration with BG Futures and Centre for Enhancing Learning and Teaching (CELT), The Tennyson Society and BGU Research and Knowledge Exchange Units.

In term of assessment, English embeds innovative and varied forms of assessment (such as posters, videos, hypertext analysis, e-resource packs, blogs and other technological tools). It is informed by BGU Graduate Attributes and embeds employability in assessments, through the development of digital, oral, visual, and written communication skills. At Level 5, students will be able to apply subject-specific competencies to a relevant work-based context through the English@Work module. Assessment patterns are designed with accessibility and inclusivity in mind, to enable access for the widest possible range of learning styles and educational backgrounds.

The English curriculum emphasises internationalisation by introducing alternative cultural perspectives through world literatures from Level 4 (for example, ENG40522, ENG40622 and ENG50122), covering a diverse range of literatures from classical Greek and Latin classics to European Modern Literatures, and including international literary scholarship as well as texts by international authors at levels 4, 5 & 6 (for example, ENG50122, ENG512_1.0, ENG50722 and ENG60622). The established popularity of international programmes such as the Erasmus+ exchange students have been starting point to promote intercultural exchange and understanding through seminar interaction, workshops, and group work. BGU students will also have the opportunity to extend their cultural horizons by spending a semester at a partner institution, the number of which continues to grow. These relationships are underpinned by research collaborations between staff at BGU and partner institutions (e.g. the G. D'Annunzio University of Chieti-Pescara, Italy, where BGU Visiting Professor in English Literature, Professor Mariaconcetta Costantini, works).

The principal aims of the History element of this joint programme are to provide students with:

- a coherent and detailed knowledge and systematic understanding of the subject of history across a range of chronological periods and geographical situations, primarily within the context of social, cultural and political history.

- the subject specific and professional skills required to successfully engage in critical learning and research across a range of historical contexts using ideas and techniques, some of which are at the forefront of the discipline;

- the ability to manage their own learning, undertake independent and effective historical research, and to critically evaluate primary and secondary sources;

- a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of ambiguities and the limits of knowledge, within the discipline of history;

- effective oral, written and presentation skills and the ability to use a range of appropriate information and communications technology; and

- a range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Throughout the course of the programme, students will encounter a wide range of historical evidence and contexts, ranging from the early medieval period through to the contemporary world. The topics addressed by the programme have been designed to both widen students' knowledge of the past and its complexity, and to facilitate and encourage the development of personalized areas of historical interest. As students undertake the modules and learning activities within the single honours History programme, they will develop a range of critical and analytical skills. Knowledge, understanding and subject specific skills will be developed progressively across the three years (levels) of the programme, and culminate in a significant capacity for independent research-driven study during the final year of the programme. Successful students will, through this programme, gain a variety of skills that will prepare them for employment or for further study and will also emerge with a clearer understanding the of world as it was, as it is, and as it can be in the future.

Full reference has been made during the design of the programme to the Benchmark Statement for History (Quality Assurance Agency [QAA]. 2019). As a result, the programme includes the study of a range of historical periods from the medieval to contemporary encouraging students to develop 'an awareness of continuity and change over an extended time span' (section 4.2). In a similar approach, issues of geographical range have also been addressed through the progressive development across the levels of the programme. Modules at all levels seek to address significant aspects of the histories of England and the British Isles whilst also placing these histories in multi-perspectival European and international contexts. By containing a genuinely international dimension the programme ensures that students will 'study the history of more than one society, culture or state' and in examining topics such as the British Empire the programme supports students as they identify not just the 'implications of Britain's imperial past and of its increasing ethnic, social and cultural diversity in the recent past and the present' but also 'History's ability to promote understanding between cultures and national traditions…' (Section 4.3).

The QAA benchmark document states the 'opportunity for close work on source material originating in the period studied is essential' (section 4.4). The programme directly addresses this in a number of modules that focus on the applied aspects of primary historical research. It is a feature of history at BGU that such source-based work uses not only documentary evidence but also 'artefacts' and 'visual evidence' across a number of modules (section 4.4). Critical approaches to source work are supported through independent research and study by students on the Level 6 Dissertation module (section 4.4) which allows students to engage in 'an extended piece of written work' (section 4.7). Additionally, it should be noted that the programme, and more widely teaching by BGU historians, includes an expectation that students will develop the ability to 'reflect critically on the nature of their subject, its social rationale, its theoretical underpinnings, its ethical dimensions and its intellectual standing' (section 4.5). Such issues are addressed as appropriate at every level of the programme. Finally, the programme is wide-ranging in its thematic scope covering political, social and cultural histories.

The typical graduate of this programme will have acquired a 'considerable range and depth of historical knowledge in particular areas of the past and is able to show a sound competence in nearly all of the historical and transferable skills' outlined in sections 8.1 of the QAA document. A graduate of this programme with 'an excellent performance can be expected to have mastered a very extensive range and depth of historical knowledge in particular areas of the past and to have demonstrated a very superior command of nearly all the historical and transferable skills' outlined in section 8.1 of the QAA document. Conversely a student of the programme graduating at the threshold level will have attained a 'basic understanding of historical evidence of different types; the ability to produce structured, if underdeveloped and incomplete, arguments or to write a thorough narrative with insufficient analysis; and the ability to express in a generally grammatical and intelligible manner, which may lack clarity and fluency' (section 8.4).

19	Programme Specific Outcomes

The learning outcomes of the BA (Hons) English and History foster and enhance Graduate Attributes and employability for a range of professional careers and life-long learning, as well as subject-specific skills including the ability to communicate accurately and effectively, analyse critically and respond to the affective power of language, evaluate, and apply scholarly bibliographical skills.

(a)   Final Award Learning Outcomes

On successful completion of BA (Hons) English and History, students will have demonstrated the following learning outcomes outlined under four categories: knowledge and understanding (KU), subject specific and professional skills (SP), intellectual skills (IS), and transferable skills (TS).

Knowledge and Understanding English
On successful completion of a joint honours award in English, students will be able to:
- KU1   a sound knowledge and critical understanding of a substantial number of authors and literary texts, written in the principal literary genres of fiction, poetry, and drama, from periods of the English literary history including those before 1800;
- KU2   a systematic critical, evidence-based understanding of the relationship between theory and method in the discipline of English;
- KU3   a sound knowledge of a range of literary, social and cultural contexts, including those before 1800, and an awareness of the ways in which they might have influenced the production and reception of literary texts and periods;
- KU4   an ability to engage critically with a range of key intellectual debates and social issues in relation to the ways in which these are represented within the texts studied.

Knowledge and understanding (KU) History

KU 1   Demonstrate the acquisition of coherent and detailed knowledge, and a systematic understanding, of key aspects of the subject of history;

KU 2   Demonstrate a conceptual understanding of the relationship between theory and practice, and describe and comment upon particular aspects of current research, or equivalent advanced scholarship, within the discipline of history;

KU 3   Demonstrate a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of the uncertainty, ambiguity and the limits of knowledge within the discipline of history.

Subject-specific and professional skills English
On successful completion of the joint honours award in English, students will be able to:
- SPS1   apply critical thinking and methodological skills through critical learning and research on a range of literary contexts and close reading of texts;
- SPS2   apply appropriate scholarly methods and techniques to undertake independent research, and evaluate primary and secondary sources, and use appropriate bibliographical sources;
- SPS3   communicate critical approaches and research findings in accordance with appropriate academic standards and conventions of presentations in various fora and media;

- SP4 demonstrate self-awareness in their ability to apply different critical approaches to a range of literary texts, discuss texts in relation to ethical debates, and reflect on their assumptions and practices as readers.

Subject-specific and professional skills (SPS) History

SPS 1 Devise and sustain arguments, and/or solve problems, across a range of historical contexts using ideas and techniques some of which are at the forefront of the discipline;

SPS 2 Deploy accurately established techniques of analysis and enquiry while undertaking historical research and critically evaluating primary and secondary sources;

SPS 3 Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out historical projects.

Intellectual skills English
On successful completion of the joint honours award in English, students will be able:
- IS1 articulate critical arguments on a range of specialist and complex subjects, adopting and defending an evidence-based position;
- IS2 abstract, synthesise and analyse primary and secondary sources;
- IS3 demonstrate an accurate use of appropriate critical skills in the close reading, analysis, interpretation, and evaluation of literary and other texts;
- IS4 comprehend the contested and pluralistic nature of the study of English Literature and/or Literatures in English.

Intellectual skills (IS) History

IS 1 Manage their own learning by making use of a range of scholarly reviews, primary and secondary sources, data and other relevant materials;

IS 2 Demonstrate the ability to undertake effective decision-making in complex and unpredictable contexts;

IS 3 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution, or solutions, to a problem or issue.

Transferable skills English
On successful completion of the joint honours award in English, students will be able to:
- TS1 deploy a range of communication, research, and employability-related skills appropriate to the studies of English which ensure relevance, competence and confidence when entering the post-university world;
- TS2 use effective oral, written, presentation and digital literacies, tailoring messages to specific audiences, both specialist and non-specialist, and purposes;
- TS3 take initiative and be proactive in the improvement of their performance based on feedback and reflective learning;
  TS4 plan and manage their time effectively, and take responsibility for achieving objectives and meeting deadlines, either independently or as part of a team

Transferable skills (TS) History

TS 1 Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;

TS 2 Communicate through a range of effective oral, written and presentation skills information, ideas, problems and solutions to both specialist and non-specialist audiences;

TS 3	Confidently use a range of information and communications technology and other learning and communications resources;
TS 4	Exercise initiative, and personal and ethical responsibility.
20	**Exit Award Learning Outcomes**

Learning outcomes for Cert. HE (Level 4) (joint-honours students):

Certificate of Higher Education (Cert.HE): a minimum total of 120 credits at level 4 or above.

On successful completion of a Certificate of Higher Education in English and History, students will be able to:
- demonstrate knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of their area(s) of study;
- present, evaluate, and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Learning outcomes for a Dip. HE (Level 5) (joint-honours students)

Diploma of Higher Education (Dip.HE): a minimum total of 240 credits of which 120 must be at level 5 or above.

On successful completion of a Diploma of Higher Education in in English and History, students will be able to:
- demonstrate knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- demonstrate knowledge of the main methods of enquiry in their relevant subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field(s) of study;
- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

In order to qualify for an Ordinary Degree (Level 6):
- The student must meet the requirements as laid down in *Regulations for Undergraduate Awards* (which is available from the University Website).

SECTION C – STRUCTURE

21a	Structures, modes of delivery (e.g. FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

Level 4	Semester 1	ENG40122 Introduction to Literary Studies Credits: 15	ENG40222 The Gothic: Transgressive to Shock Credits: 15	HIS41322: The Historian's Craft: Doing History at University 15	HIS41422: The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485 15
	Semester 2	ENG40522 Poetic License: Lines and Lyrics Credits: 15	ENG40622 Shakespearean Worlds Credits: 15	HIS40622: Histories of Identity: Sexuality, Race, Class and Gender 15	HIS40822: The Early Modern British Isles: From Reformation to Revolution 15

Level 5 – 120 credits

Level 5	Semester 1	ENG50122 Literature & Identity: Self or Subject? Credits: 15	ENG512_1.0 Reading the Popular Credits: 15 OR ENG513_1.0 Literature for Children and Young Adults Credits: 15	HIS50622: People and Places: Researching Local and Regional History 15	HIS51122: The City in Global History: The Rise of Urban Societies in the Modern Age 15
	Semester 2	ENG50522 Victorians Unbound Credits: 15	ENG50722 Becomings: Women & Writing OR ENG50622 Modern Drama OR GA Enhancement Module Credits: 15	HIS50522 The Dark Arts: A History of Magic, Witchcraft and Folklore 15	HIS51222 The Long Weekend: Britain between the wars, 1918-1939 OR HIS508: Creative Destruction: The Atlantic World in the 17th and 18th centuries OR GA Enhancement Module 15

Level 6 – 120 credits

Final year project in English

Level 6	Semester 1	ENG60422 Romantic Horizons Credits: 15	ENG60122: English Dissertation Credits: 45	HIS60922: Kill Your Masters: The French and Haitian Revolutions 15	HIS60422 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15
	Semester 2	ENG60622 The Future Unwritten: Late 20th- and 21st-century Literature Credits: 15			HIS613_1.1: The Global Cold War, 1945-1991 15

Final year project in History

Level 6	Semester 1	HIS60422 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15	HIS60822: History Dissertation 45	ENG60222 Modernism: Make It New! OR ENG61022 Writing the Environment Credits: 15	ENG60422 Romantic Horizons Credits: 15
	Semester 2	HIS613_1.1: The Global Cold War, 1945-1991 15			ENG60622 The Future Unwritten: Late 20th- and 21st-century Literature Credits: 15

Revised Module Structure

BA (Hons) English and History

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ENG40122	Existing Module	Introduction to Literary Studies	1	15
ENG40222	Existing Module	The Gothic: Transgressive to Shock	1	15
HIS41322	Existing module	The Historian's Craft: Doing History at University	1	15
HIS41422	Existing module	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	1	15
ENG40522	Existing Module	Poetic License: Lines and Lyrics	2	15
ENG40622	Existing Module	Shakespearean Worlds	2	15
HIS40622	Existing module	Histories of Identity: Sexuality, Race, Class and Gender	2	15
HIS40822	Existing module	The Early Modern British Isles: From Reformation to Revolution	2	15

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ENG50122	Existing Module	Literature & Identity: Self or Subject?	1	15
ENG512_1.0 ENG513_1.0	One of the two is Mandatory Revised module Existing Module	Reading the Popular OR Literature for Children and Young Adults	1	15
HIS50622	Existing module	People and Places: Researching Local and Regional History	1	15
HIS51122	New module	The City in Global History: The Rise of Urban Societies in the Modern Age	1	15
ENG50522	Existing Module	Victorians Unbound	2	15
HIS50522	Exiting module	The Dark Arts: A History of Magic, Witchcraft and Folklore	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ENG50722	Existing Module	Becomings: Women & Writing	2	15
ENG50622	Existing Module	Modern Drama	2	15
HIS50822	Existing Module	Creative Destruction: The Atlantic World in the 17th and 18th centuries	2	15
HIS51222	New module	The Long Weekend: Britain between the wars, 1918-1939	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ENG60422	Existing Module	Romantic Horizons	1	15
HIS60422	Existing Module	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	1	15
ENG60622	Existing Module	The Future Unwritten: Late 20th- and 21st- century Literature	2	15
HIS613_1.1	Existing Module	The Global Cold War, 1945-1991	2	15
ENG60122 OR HIS60822	Existing Module OR Existing Module	Dissertation OR History Dissertation	4 4	45 45
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ENG60222	Existing module	Modernism: Make it New!	1	15
ENG61022	Existing module	Writing the Environment	1	15
HIS60922	New module	Kill Your Masters: The French and Haitian Revolutions	1	15

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) English and History will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.

The curriculum design for English is built on a student-centred approach to empower students to be engaged, proactive and autonomous learners. Aligned with the institution's ethos and vision, they value student engagement, life-long learning, widening participation, and a constructivist approach to learning. They build a student-centred learning experience that enhances life skills and personal qualities that are essential to their employability and their contribution to society as responsible, ethical twenty-first-century citizens in a globalised and complex changing world.

The credit structure consists of 15-credit modules that last one semester, with one exception, ENG601 Dissertation module, which is a year-long 45-credit module. This structure is designed to offer a broad-based engagement with the field of literary studies to both single- honours and joint-honours students through a structured combination of core and optional modules (optionality is operational at level 5, and at levels 5 & 6 for joint-degree student). The arrangement of levels and modules provides a structured introduction to the subject through the gradual extension of literary knowledge and complexity, the progressive development of key skills and competences, and the staged expansion of opportunities for both diversification and critical independence. It develops BGU Graduate Attributes through an emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment designed to enhance information and digital literacies, entrepreneurship and the ability to work cross-culturally.

The internal structure of modules is largely determined by the demands and scope of their content. Several modules are period-based, centred upon representative texts within a bounded chronology and cultural context (ENG50522, ENG50622, ENG60222, ENG61022, ENG60422, ENG60622); some involve the multidirectional exploration of a specific concept (ENG50122, ENG513_1.0, ENG50722) or genre (ENG40222, ENG512_1.0); and some are designed around the acquisition, development and integration of specific academic and/or employability skills (ENG40122, ENG40522, and ENG60122).

The programme can accommodate a part-time route because the progressive development of essential critical and assessment skills is already mapped out by the core modules at levels 4 and 5. There is limited evidence to suggest that there is a significant market for this pathway; should that position change in the future, however, there is nothing inherently problematic about running these programmes with a part-time route because the progressive development of essential critical and assessment skills is already mapped out by the core modules at all levels.

The English curriculum is designed to provide a broad-based introduction to the undergraduate study of English Literature. Single- and joint-honours students undertake introductory modules on essential literary-critical practices and the appreciation of poetry (ENG40122, ENG40522), along with an exploration of genre (ENG40222) and a dedicated study of Shakespeare (ENG40622). Three of the core English modules, ENG40222, ENG40225 and ENG40622, ensure that Education Studies and English students meet the programme's first Knowledge and Understanding aim, which meets the subject benchmark's inclusion of literature produced before 1800.

Level 4 (15-credit modules)

Semester One	Semester Two
ENG40122 Introduction to Literary Studies	ENG40522 Poetic License: Lines and Lyrics
ENG40222 The Gothic: Transgressive to Shock	ENG40622 Shakespearean Worlds

Level-5 15-credit modules introduce students to a range of important critical frameworks and influential theoretical ideas (ENG50122, ENG50722, ENG51022); ensures that every student engages with issues of literature and history through the dedicated study key literary periods (ENG50522, ENG50222). They pursue genre studies in ENG512_1.0 and ENG513_1.0.

Level 5 (15-credit modules)

Semester One	Semester Two
core ENG50122 Literature & Identity: Self or Subject? ENG512_1.0 Reading the Popular OR ENG513_1.0 Literature for Children and Young Adults	**core** ENG50522 Victorians Unbound ENG50622 Modern Drama: The Inconstant Stage OR ENG50722 Becomings: Women & Writing

Level 6 involves a significant progression in terms of literary knowledge and critical independence. In terms of content, individual modules based upon period (ENG60222, ENG60422, ENG60622) or theme (ENG61022) will require an engagement with relatively complex literary works, contexts and theoretical frameworks. This progress will be accompanied by assessments that encourage students to be intellectually independent whilst also giving them the opportunity to refine and integrate the skills acquired at levels 4 and 5. Independence of thought and practice is demonstrated through an extended dissertation module (ENG60122 if in English or HIS60822 in History), which runs across the academic year.

Semester One	Semester Two
core ENG60422 Romantic Horizons ENG60222 Modernism: Make It New! **Subject Enhancement module** ENG61022 Writing the Environment	**core** ENG60622 The Future Unwritten: Late 20th- and 21st- century Literature

The new curriculum for English includes of a wider range of literary periods, topics and approaches and offers students the opportunity to shape the pathway of their degrees in accordance with the interests they possess and the ones they discover. The programme allows students to extend their linguistic skills and critical articulacy with modules dedicated to creative writing, textual production and employment-based project tasks, as well as those that focus on core competences in literary analysis, critical argument and academic research, as well as a solid grounding in the central conceptual frameworks of literary study (period, genre, theory, theme). Progression trajectories are developed through the building of key skills and approaches alongside their expanding exercise of choice and exploration of diversity.

To facilitate the management of optionality, students will be required to confirm their module choices in writing during the second semester of the preceding academic year. Prior to selection, students will receive guidance about the process of optionality along with full details of the range of options available to them for the following year, and their number requirements. This dissemination of information and opportunity for enquiry is designed to ensure informed student choice and instil confidence in the organisation of the process. Students will complete, sign and submit a proforma that clearly outlines the choices available to different student cohorts. It will make clear that students are not guaranteed a place on any selected optional module in case it proves impossible or inadvisable to run any individual module. The English team will have a clear, transparent contingency plan in place, and available to all students, to provide accurate guidance in the unlikely event of modules falling beneath satisfactory minimum numbers. Students will be asked to express their choice with the assurance that the process will, wherever possible, fulfil their first-choice preferences. Students will be instructed that their selections at this stage are final, and changes will only be considered

under extreme circumstances. This process enables the production of an authoritative student/module outline in advance of the necessary administrative planning for the following year. It also enables any adjustments to be made to staffing, timetabling, student record, and VLE administration.

The History element of the joint programme has been designed to provide a broad-based introduction to the subject of history at Level 4 using 15 credit modules, including an introductory module in semester one (HIS41322 The Historian's Craft: Doing History at University) that uses an engaging case study to deliver the critical and practical skills involved in reading, researching and writing history, and explores the character of historiographical debate.

HIS41422 'The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485', introduce students to landmark topics in English and British history and use these vehicles to demonstrate the practical implications for historical study of different research approaches and methodologies and key historiographical debates.

During the second semester at Level 4 history students engage in a historical survey-style course, HIS40822 'The Early Modern British Isles: From Reformation to Revolution', providing students with coherent chronological progression from HIS41422 and an opportunity to build upon awareness of historiographical debate and primary source analysis. HIS40622 'Histories of Identity: Sexuality, Race, Class and Gender', introduces students to the importance of individual and collective identities in the study of history and imparts an understanding of a range of theoretical methodologies related to the practice of social and cultural history that will provide a firm foundation for later studies.

First year students are co-taught with other history students on the majority of the Level 4 modules. This enables students to 'participate in group discussions, give presentations and jointly explore themes and arguments' (QAA 2019: Section 6.5) amongst fellow students and other history students in order to provide dynamic groupings, thus enhancing teaching and learning opportunities and helping to build a history student community at Level 4. Overall, this pattern of delivery provides all history students with time to become acculturated into the disciplinary area, while also facilitating potential switching between history-related programmes/pathways at the end of either semester one or following the completion of the first year of study (see: Code of Practice for Student Transfer Between Academic Programmes).

Relevant research-related skills are delivered progressively across the three years of the programme: from basic study and information literacy skills in the first semester of Level 4 (HIS41322), through a variety of archival skills and professional practice during Level 5 (HIS50622 'People and Places: Researching Local and Regional History'), to individually supervised independent research projects at Level 6 (HIS60822 'History Dissertation'). History students experience a coherent framework of modules through Levels 5 and 6, although with some significant specialization. Modules at Levels 5 and 6 are worth 15 credits (with the exception of HIS60822) to allow a greater number of specialist topics to be taught, introduce greater optionality, and to ensure an even distribution of study across the semesters; Note that HIS60822 'History Dissertation' is worth 45 credits and runs across both semesters to allow students to engage in 'an extended piece of written work' (QAA 2019: Section 4.7).

Students are introduced to the international aspects of historical study at various points at Level 4 and have their knowledge and understanding of the global scope of historical study broadened through specific modules across the rest of their programme of study. During their Level 5 studies History students undertake modules that explore a diverse range of topics from the early modern Atlantic World (HIS50822) to the history of British protest movements (HIS51022) and the history of modern espionage (HIS50422). They also have the option to study the early medieval transformation of the 'West' (HIS50722), the rise of the city in modern global history (HIS51122), the history of magic, witchcraft and folklore (HIS50522) or a study of interwar British politics and society (HIS51222).

Throughout Levels 5 and 6, the modules offered expand the students' knowledge and understanding of history by exploring a wide geographical scope. This is particularly so through HIS613_1.1: 'The City in Global History: The Rise of Urban Societies in the Modern Age' and HIS60422 'The British Empire in the 19th Century', which explore global historical settings and connections whilst often relating these back to national contexts in order to promote understanding of Britain's colonial and post-colonial past and place in the world (QAA

2019: Section 4.3). Optional modules HIS50822: Creative Destruction and HIS60922 'Kill Your Masters: The French and Haitian Revolutions', are international in scope and focus offering the opportunity for students to shift focus away from the British lens. Conversely HIS51222: 'The Long Weekend: Britain between the wars, 1918-1939', HIS50522 'The Dark Arts: A History of Magic, Witchcraft and Folklore' and HIS61022 'Crime and Punishment in Modern Britain, c. 1800 to the present', provide students at Level 5 & 6 with the option of deepening their specialism in British historical studies.

Subject-specific skills in historical/archival research, information literacy and 'digital fluency' are developed through participation in HIS50622 'People and Places: Researching Local and Regional History'.

The final research dissertation project (HIS60822) enables students to develop their own structured independent study supported with workshop and tutorial provision across the academic year. In each case, students are carefully guided when making choices in their Special Subject and Dissertation topics through group meetings held during semester 2 of Level 5.

23	Learning and Teaching Strategies

Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. In this section the specific learning and teaching strategies aligned with the half subject are detailed.

English has a student-centred approach to learning, teaching, and assessment built on feedback to and from students. Our ethos places student engagement at the core of enhancing students' learning and staff's teaching. A student-centred approach is essential to the learning experience of undergraduate and postgraduate students in English because a student-centred approach is mindful that 'student engagement is a process rather than a product' (McFadden and Munns, 2002: 362) and uses this awareness to empower learners to be engaged, proactive, and autonomous learners. The experiential learning approach (the Kolb learning cycle) is also key to the strategies on which our learning and teaching is envisaged for the English awards.

The delivery is developed on a variety of flexible and inclusive learning and teaching strategies that typically involve a combination of directed input by module tutors (via lectures or VLE tasks and resources) followed by associated workshops and seminar discussion. This pattern recognises the value of conceptual and cultural boundaries in the shared exploration of multiple texts, whilst also affirming the primacy of active learning through its emphasis upon participation, collaborative analysis, focussed discussion and critical debate. In the absence of prescribed structures, individual tutors can take advantage of relatively small cohorts at BGU and adapt their versatile teaching strategies to maximise the quality of student participation and learning. In addition, there are modules designed to facilitate student independence, either in terms of critical thought and argument (ENG40522, ENG513_1.0, ENG50622, and ENG60222), autonomy (in particular, ENG60122), or through the encouragement of individual initiative, creativity and practical engagement (for example, ENG50122, ENG50522, ENG512_1.0). Typically, these modules will begin with whole group sessions to outline the parameters of the required tasks before moving into a delivery pattern of individual or small group tutorial support enhanced by technology platforms for learning. Across all modules, consistency and clarity of information are assured by equivalent VLE sites, and tutorial support is available throughout the academic years through our personal tutor programme (linked to the institution's Development and Career Plan, and our 'open door' commitment to staff-student interaction). The VLE also ensures accessibility of teaching material too.

Scheduled activities will include lectures, seminars, workshops, tutorials, and individual as well as group supervision. They will include structured online activities and tasks, and sessions outside the classroom, including performances and field trips. Module tutors' input and suggestions (via lectures, workshops, seminars, and tutorials, and/or VLE tasks and resources) are maximised through technology-enhanced platforms that facilitate preparatory learning, further reflection and peer feedback. Students' independent study of primary and secondary material is developed, challenged, and broadened through group sessions, and workshops, as well as seminars where ideas, texts, literary genres and periods are discussed, exchanged, and communicated respectfully and effectively. These activities emphasise participation, collaborative

analysis, focussed discussion, and critical debate. They foster independent research through further reading lists that encourage students to make effective, autonomous use of the library resources, from archival (BGU Archive and Lincolnshire Collections) to digital specialist resources. Students are encouraged to deepen their subject knowledge by taking the lead in their own learning and the wide-ranging and diverse research expertise of the current team facilitates this challenging but highly rewarding teaching and learning practice.

Through institutional and external partners, the English team actively participates in organising events and employability opportunities for students in order to broaden their learning experience. They enhance students' awareness of the contemporary literary scene, how English contributes to society now and why it matters. Scheduled enhancement activities include workshops led by special guests such as children's literature authors and illustrators, poets, writers and scholars, as well as external visits to collaborative partners (the Tennyson Research Centre, The Collection, The Lincolnshire Life Museum, Lincoln Cathedral, Lincoln Book Festival). These are significant learning activities that enrich student experience and foster students' participation in the life of the institution at a wider level than their subject. Hence, we regularly inform students about activities organised by CELT, the International Office, Chaplaincy, the Library, Careers and BG Futures, as well as external partners such as the Tennyson Research Centre, The Tennyson Society, Lincoln Historical Society, Lincoln Rotary Club, First Story, and the Lincoln Book Festival. Students also have the opportunity to engage in BGU English's growing research culture through local, national and international projects and events: for example, National Poetry Day, Being Human Festival, An Evening/Afternoon with Austen, and Literature at the Venue Series, and guest lectures.

Learning and teaching is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim to 'embed enquiry-led and research-engaged programmes with students as active partners in learning' and 'provide a student-focused and enabling approach that focuses on individual needs' (BGU Five Year Strategy 2019-25).

Teaching within the joint programme is delivered through a range of styles and methods including face-to-face lectures, workshops, seminars, tutorials, site visits and placement opportunities but also through the dynamic use of the university's VLE. Whenever possible and relevant, opportunity is taken to engage students with other forms of historical evidence such as film, oral history, artefact collections and the historic environment through specialist teaching and/or external visits.

Across the History element of the joint programme students' knowledge and understanding is progressively developed through a range of modules that encompass localized British history through to global contexts. The programme aims to develop a multi-perspectival and multi-factorial understanding in students by emphasising the international scope of historical study through both specific modules and a wider framing of history as a globalized subject. The time range covered stretches from the early medieval through to the contemporary period, with the majority of the subject area's chronological focus engaging with the 16th to 20th centuries (early modern and modern history). Interactive lectures, lecture-style workshops and seminars sit at the core of history teaching at BGU. These are closely linked to on-line materials, directed reading, and wider study experiences. Whenever possible opportunities are taken to enhance learning and teaching through the use of innovative practices and approaches, such as 'flipped' lectures, storyboarding, role-play, and group-based activities. During seminar and workshop activities students are encouraged to develop their subject knowledge and understanding, and to build subject specific and critical thinking skills by assembling evidence, presenting ideas, concepts and findings, and constructing and defending arguments individually and as part of a team. Most modules utilise organised field trips to museums, archives, exhibitions and heritage learning sites as additional opportunities to enhance learning, provide new contexts for understanding subjects and broaden the student academic and social experience. Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and key analytical skills as well as ensuring appropriate preparation and progress is being made on assignment tasks.

Students' independent study time is an important aspect of their learning on the course, guided by the academic staff, comprising of preparation for scheduled sessions and assignments using directed and further reading.

24	Assessment Strategies

The assessment strategy for BA (Hons) English and History supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both half subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the half subjects are outlined below

Following the QAA Subject Benchmark Statement for English (2019), the assessment strategies for English encourage students to pay close attention to texts, to pursue original thought, and to question accepted opinions. They value independence of mind and choice and the diverse and interdisciplinary nature of the discipline through a variety of assessment forms, which seek to foster social mobility and flexibility. Our forms of assessment are mindful of the University inclusive and widening participation ethos and proactively support the student learning experience, enabling all students to deliver to their full potential.

English embeds an understanding of the application of English Studies in the 21st Century through innovative, varied, and technology-enhanced forms of assessment (such as posters, videos, hypertext analysis, e-resource packs, blogs and other technological tools). It is informed by BGU Graduate Attributes (Academic Literacies Global Citizenship, Digital Fluency, Information Literacy, Employability, and Being Enterprising. (Please see Section G for more information). By looking at these attributes, the following pathways can be identified:

Academic Literacies: ENG40122, ENG50122, ENG50522, ENG50622, ENG50722.

Global Citizenship: ENG40622, ENG50122, ENG513_1.0, ENG50722, ENG60622, ENG61022.

Digital Fluency: ENG40122, ENG513_1.0, ENG50822, ENG60222.

Information Literacy: ENG40122, ENG40522, ENG40622, ENG50921, ENG50522, ENG60222, ENG61022, ENG60122.

Employability: ENG40122, ENG50122, ENG513_1.0, ENG50522, ENG50622, ENG60222, ENG60622, and ENG60122.

Being Enterprising: ENG513_1.0, ENG50822, ENG60122, ENG60222, ENG60622.

Assessment patterns for English are designed with inclusivity in mind, to enable access for the widest possible range of learning styles and educational backgrounds. Digital literacies and academic communication skills are developed throughout the curricula in a framework that enables students to take intellectual risks and engage with current scholarly research within a supportive, constructivist framework. The relatively small size of the teaching team offers an effective academic and pastoral support system: module and personal tutors build a productive rapport with students through regular tutorials, and the Development and Career Plan (DCP) platform.

Forms of assessment (formative and summative) include oral (ENG40522, ENG50122) and multimodal presentations (ENG50622, ENG60222), essays (ENG40222, ENG50522, ENG50722, ENG60622) and independent research projects (ENG60122), bibliographical exercises and editing tasks (ENG40122, ENG50622, ENG60222), portfolios of creative and critical writing (ENG40622, ENG512_1.0, ENG513_1.0, ENG60422), reflective tasks (ENG50622, ENG50822, ENG60222), critical reviews (ENG40622, ENG50622), hypertext analysis (ENG60222). Collectively, this mixture of written, oral, and digital assessments is designed to prepare BGU English graduates to enter today's competitive global market with confidence.

History module assessments provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A diverse range of assessments are used which are relevant to the individual demands of the subject matter and enable students to participate in a varied, inclusive and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and, demonstrate a wide range of skills.

Generally, across the programme, 15 credit modules have a single point of assessment. A number of modules incorporate a variety of formative assessment-related activities aimed at developing assessment-related skills and competencies. The workload for students is also carefully managed, for example in

HIS40622 the single assignment comprises a portfolio of work, currently structured as three 1,000-word biographical vignettes, allowing students to undertake this research and writing task in a staged way across the course of the module. And on HIS50622 the assessment deadline is placed in December to avoid 'bunching' of deadlines in January of semester one. Where appropriate each semester students face a diversity of assessment types, however 'the essay remains a central component of subject culture in history' (QAA 2019., section 6.13) and this is reflected in its increasing prevalence as an assessment method at Level 6.

The preference for written coursework throughout the programme reflects the general character of history as a literate discipline; as the QAA History Subject Benchmark Statement makes clear, 'History is largely a text-based subject which requires students to learn to read widely, rapidly, and critically, to take good notes, to digest arguments and to synthesise information quickly and intelligently. It also requires them to construct arguments in writing' (section 6.6). That said, individual coursework assessments encompass a range of tasks aside from essays. Students are required to compose short blog-style pieces, produce annotated bibliographies, photo essays or biographical vignettes as integral elements of coursework assignments, for example.

For written work a rubric of 2,000 words per 15 credits is applied, with an allowance of +/-10% on submitted work. At Level 5 this rises to 2,500 words per 15cr and then 3,000 words at Level 6. The exception is the 'capstone project' HIS60822 'History Dissertation' where a word range of 8-10,000 words is in place to reflect the enhanced level of research and independent study activity being assessed.

Where assessment is based upon an examination appropriate use is made of source-based questions and/or open exams. Where group or individual presentations take place students are supported with skills development during taught sessions prior to delivery. In both cases active moderation takes place by having two members of staff view and comment on each presentation, video recordings are made, where possible, for the purpose's quality assurance. Students undertaking group presentations are awarded a shared mark and written feedback however staff also provide optional individual feedback to students through tutorials. For purposes of marking equity, no group presentations take place during Level 5 and 6.

Students' knowledge, skills, and critical understanding of the joint subjects will be assessed by a variety of methods of individual modules, broken down as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
ENG40122	Introduction to Literary Studies	15	1			100
ENG40222	The Gothic: Transgressive to Shock	15	1			100
ENG40522	Poetic License: Lines and Lyrics	15	1		100	
ENG40622	Shakespearean Worlds	15	1			100
ENG50122	Literature & Identity: Self or Subject?	15	2		100	
ENG512_1.0	Reading the Popular	15	2			100
ENG513_1.0	Literature for Children and Young Adults	15	2			100
ENG50522	Victorians Unbound	15	2			100
ENG50622	Modern Drama: The Inconstant Stage	15	2		100	
ENG50722	Becomings: Women & Writing	15	2			100

Module Code	Module Description		Credits	Year	Exam/Written	Practical	Coursework
ENG60122	Dissertation		45	3			100 (10+90)
ENG60222	Modernism: Make It New!		15	3		100	
ENG60422	Romantic Horizons		15	3			100
ENG60622	The Future Unwritten: Late 20th-& 21st- century Literature		15	3			100
ENG61022	Writing the Environment		15	3			100

Module Code	Module Description	Credits	Year	Exam/Written %	Practical %	Coursework %
HIS41322	The Historian's Craft: Doing History at University	15	1	0	0	100
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	1	0	0	100
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	1	0	100	0
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	1	0	100	0
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	2	0	100	0
HIS50622	People and Places: Researching Local and Regional History	15	2	0	0	100
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	2	0	100	0
HIS51122	The City in Global History: The Rise of Urban Societies in the Modern Age	15	2	0	0	100
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	2	0	0	100
HIS60422	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	15	3	0	0	100
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	3	0	100	0

HIS613_1.1	The Global Cold War, 1945-1991	15	3	0	0	100
HIS60822	History Dissertation	45	3	0	0	100

Indicative Assessment Strategy:

English modules

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
ENG40122	Introduction to Literary Studies	15	portfolio	2,000 words	100%
ENG40222	The Gothic: Transgressive to Shock	15	essay	2,000 words	100%
ENG40522	Poetic License: Lines and Lyrics	15	poster presentation	10 minutes	100%
ENG40622	Shakespearean Worlds	15	essay	2,000 words	100%
ENG50122	Literature & Identity: Self or Subject?	15	presentation	15 minutes	100%
ENG512_1.0	Reading the Popular	15	essay	2,500 words	100%
ENG513_1.0	Literature for Children and Young Adults	15	portfolio	2,500 words	100%
ENG50522	Victorians Unbound	15	essay	2,500 words	100%
ENG50622	Modern Drama: The Inconstant Stage	15	video essay	15 minutes	100%
ENG50722	Becomings: Women & Writing	15	essay	2,500 words	100%
ENG60122	Dissertation	45	proposal	1,000 words	10%
			dissertation	8,000 words	90%
ENG60222	Modernism: Make It New!	15	hypertext	3,000 words	100%
ENG60422	Romantic Horizons	15	essay	3,000 words	100%
ENG60622	The Future Unwritten: Late 20th-& 21st- century Literature	15	essay	3,000 words	100%
ENG61022	Writing the Environment	15	essay	3,000 words	100%

History modules

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission

HIS41322	The Historian's Craft: Doing History at University	15	Coursework: Essay	2,000 words	December semester 1
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	Coursework: Portfolio (biographical studies)	2,000 words	May semester 2
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	Practical: Group presentation	15 minutes	January semester 1
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	Oral assessment (contextual source analysis)	10 minutes	May semester 2
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	Practical: Individual paper presentation	15 minutes	May semester 2
HIS50622	People and Places: Researching Local and Regional History	15	Portfolio (written & audio-visual elements): 100%	2,500 words (equivalent)	December semester 1
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	Practical: Group debate	40 minutes	May semester 2
HIS51122	The City in Global History: The Rise of Urban Societies in the Modern Age	15	Coursework	2,500 words (equivalent)	January semester 1
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	Coursework: Essay	2,500 words	May semester 2
HIS60422	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	15	Coursework: Essay	3,000 words	January semester 1
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	Practical (Individual poster presentation with Q&A)	1,000 words + 10 minutes	January semester 1
HIS613_1.1	The Global Cold War, 1945-1991	15	Coursework (Digital display)	3,000 words	May semester 2
HIS60822	History Dissertation	45	Essay (Dissertation)	8-10,000 words	May semester 2

For paired or group assessments both or all students within a pair or group will receive the same grade. In exceptional circumstances a different grade may be awarded to individual students if strongly documented evidence of a disparity in contribution has been reported in writing or via email to a seminar tutor, the module leader or the programme leader before the day and time of submission of the assignment.

25	**Inclusive Practice and Personal Development Planning**

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services

offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP). Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

• supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;

• allows students to collect evidence of the things that they achieve during their studies that promote their employability;

• makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

In accordance with BGU's Diversity and Equality Policy, this joint programme strives to reflect and value the diverse experiences which students bring to the course, and a flexible and inclusive curriculum. It aims to promote 'social mobility and enhancing individual life chances, by giving everyone, regardless of their background or circumstances, the chance to study at higher levels of education' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence, 2017). All forms and patterns of delivery and assessment in English are carefully considered to facilitate diversity, flexibility, and inclusivity. They align to the inclusive and widening participation conditions of BGU's Learning and Teaching strategy and BGU's Assessment Strategy. Every module tutor will offer relevant, helpful adjustments to learning styles and materials to facilitate access to knowledge and, where relevant, scaffolding to ensure access to knowledge, and alternative forms of assessment, which allow students to demonstrate knowledge and understanding equitably but through adjusted assessment developed in collaboration with Student Advice and CELT and approved by Registry.

Inclusive modes of learning, teaching, and assessment are actively employed in English to enhance the student learning experience and enable all students to deliver to their full potential throughout their studies by ensuring they have 'a positive experience and are able to be involved in all aspects higher education' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence, 2017). We promote flexible ways of learning and study resources. Our interactive taught sessions are enhanced by inventive and innovative ways to stimulate students to participate in debates and reflections and to engage with imaginative teaching tools. We endeavour to support students and to remove, whenever possible, barriers so that all students can be independent and equal in society, 'with choice and control over their own lives.' (2) We provide 'reasonable adjustments' under the Equality Act 2010 and mitigate the ways in which social barriers restrict education opportunities and life choices for students with disabilities, specific learning differences and other special needs through flexible study resources and alternative forms of assessment. For example, we provide modifiable handouts so that students can edit the font or background to their own preference, sessions that target assessment form and skills that can be accessed flexibly on the VLE to support students with their learning and revision. Our assessment strategy challenges students in different ways so that students can demonstrate their learning and understanding through oral and written forms of assessment that include the use of relevant technology. When reasonable, we create flexible ways of testing students' knowledge and understanding by developing adjusted forms of assessment in

collaboration with Student Advice and CELT, and approved by Registry as afore mentioned, to allow students to demonstrate their learning equitably and flexibly.

From their enrolment, students can be directed by the Programme Leaders, Student Advice, and Module Tutors to the range of support that is provided at Faculty level by Student Advice, CELT, Library Services and BG Futures. Their Personal Tutor (part of the University's Development and Career Plan described below and allocated at the beginning of their studies) will also be able to advise them and direct them to the relevant support departments.

Personal Development Planning:
Through the University Development and Career Plan (DCP), English students are supported in pursuing their personal academic and professional development through reflective practice embedded in the DCP online facilities, as well as regular one-to-one tutorials. Each student is allocated a Personal Tutor that will meet them regularly throughout their studies, becoming a reliable point of reference. Students are encouraged to take advantage of all the opportunities to further their academic and employability skills that are embedded within individual modules and offered in conjunction with CELT, Digital Learning and Learning Development, the Library Services, Careers and BG Futures.

Students are also encouraged to enhance their development by taking part in institutional extra-curricular activities organised by the International Office, CELT, Library Services, Chaplaincy, as well as programme-specific enhancement activities and events. Most importantly, they are advised to enrich their experience by achieving a BGU Graduate Award, an institutional programme that rewards engagement, being entrepreneurial, and extra-curricular activities.

26	Technology Enhanced Learning

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.

Students will be encouraged to engage in research within the Library Systems that provide access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Technology is a key component of English and of its learning, teaching, and assessment strategies. Mindful of the impact of digital literacies and communication skills more generally, it develops technology enhanced learning tasks to enrich the student learning experience via BGU's Virtual Learning Environment (VLE), currently supported by Blackboard, where independent learning, debates and discussions are facilitated, and teaching material and shared resources are accessed. A central tool for technology enhanced learning of this programme, Blackboard is also an area for assessment and feedback, together with Turnitin. Students would be expected to engage creatively with a range of presentation tools and software that enable the production of, for examples, digital presentations and hypertext analysis. Technology is also key in enabling flexible ways of learning, study resources, and forms of assessment.

Students will be encouraged to work creatively and proactively with the Digital Learning team to enhance their own digital confidence and capability autonomously, in order to engage creatively with the programme content and tools for assessment. The modules maximise some of those skills and experiences that are sought after by employers in twenty-first-century English graduates (being creative and enterprising, providing solutions and alternatives, and communicating effectively through a variety of media).

Students' face-to-face teaching sessions are enhanced through online digital learning and teaching methods, including preparation tasks and discussions. Teaching materials will be made available on the VLE,

and resources will be accessed through the modules' individual VLE pages and TALIS reading lists. Included within the Library Systems are access to journals and specific subject related learning resources (module specific elements are laid down within individual modules). Together with the Library Service, English has supported a strategic investment in resources and electronic databases to assist research-inspired and research-led delivery, including the wealth of material kept in the University Archive, the Lincolnshire Collection, and the Teaching Resource Collection, where the children's literature collection is located. Together with access to multidisciplinary collections and databases, such as JSTOR and Project MUSE, since 2015, we have added the Cambridge, Wiley, SAGE and Taylor & Francis journal collections. Overall, BGU Library Services subscribes to twenty-four collections and databases that cater for English literature students.

Subject module areas are used to provide information on the schedule of teaching, instructions for individual sessions and activities, general announcements and an extensive volume of supporting materials. These include on-line digital resources (including historical/archival materials), sound recordings, and film and video (delivered through the Planet E-Stream platform). Instructional reading lists and materials are accessed through module specific 'My Reading' areas which are consistently presented and organised across all history modules. The 'My Reading' area draws on the Library managed 'Talis Aspire' reading list platform to deliver content. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Module specific elements are detailed within individual module areas. Reference is made to digital historical research materials, and related digital and information literacies. A specific focus is given to this aspect of learning in HIS40422, HIS50622, HIS61022 and HIS60822. HIS50622 'People and Places: Researching Local and Regional History' makes extensive use of physical and on-line primary resources and databases. HIS60822 'History Dissertation' encourages students to draw upon what they have learned across the degree and identify, with guidance from the supervisor, digital collections that are of direct use for their chosen study. Students also have the option of studying HIS61022 'Crime and Punishment in Modern Britain, c. 1800 to the present', which makes extensive use of the digitised datasets related to the history of crime, such as the Old Bailey Sessions Papers and the Digital Panopticon, amongst others. This advanced, optional Level 6 module encourages students to gain skills in the area of data mining/linkage, and introduces the concept of 'Big Data', within the context of historical research.

27	Work-related Learning and/or Placement

Students on BA (Hons) English and History will have the opportunity to undertake a work-related placement as part of their programme. This will usually be embedded into one of the half subjects and typically provides at least one placement during their academic study.

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

• communication – oral, visual and written;

• understanding and using data;

• decision making;

• organisational skills;

• information technology;

• handling of data/statistics;

• problem-solving, and

• the ability to work in teams

Employability is embedded in the delivery and assessment of this degree programme. From level 4 to level 6, students will engage with a variety of assessment forms that will develop and enhance their confidence with employability skills and build progression into the workplace. The degree programme develops an understanding of the application of English Studies in the twenty-first century through innovative and varied forms of assessment (such as the hypertext analysis, e-resource pack and the practical production of texts)

which will develop digital, oral and written communication skills. English is committed to working in partnership with employers to create opportunities for work experience and project-based learning because they enable students to apply subject-specific knowledge and skills in work-based contexts and present themselves to employers or selectors upon graduation. Through the Development and Career Plan (DCP) and BGU Graduate Award, English students will be supported in pursuing such opportunities through work experiences, project learning, and a work placement, if they so wish. They will be encouraged to take advantage of BGU facilities and explore how the Placement Services can help them finding placement opportunities. BGU has a strong history of placement and partnership work and a strong network of local and regional cultural institutions and schools, supported by the work of the Faculty and BG Futures, to draw on. The students will become familiar with our collaborative partners, such as Slam Jam, The Tennyson Society, The Tennyson Research Centre, First Story, The Lincoln Book Festival, Lindum Rotary, Lincoln Cathedral, and Lincolnshire Archives.

28	Employability

This joint-honours degree offers a firm base for students hoping to enter a variety of career pathways. The ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

BGU English graduates are likely to be more employable than the average graduate of the discipline. BGU has been a top university in England for employability. English remains a popular discipline with graduate employers thanks to the versatility and currency of the skills it develops. BGU English degree programme places the development of the BGU Graduate Attributes at the heart of its scope, structure and delivery. Our provision aims to equip BGU English graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Our graduates will develop interpersonal skills, flexibility, initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage, and lead. They will develop professional skills including time and project management. These are skills an array of employers looks for including publishers, marketing companies, PR and advertising agencies, HR, magazine and newspapers, government, banking and legal firms, theatres, the film industry, market researchers, charity, not-for-profit and voluntary sectors, and educational environments including schools, galleries, and museums. These are professional skills that our new digital, oral, and publishing-task forms of assessment will promote and enhance.

Graduates of English nationally go into a diverse range of roles, with the most popular graduate level professions including marketing, arts, design and media, and education. 'Understanding employers' graduate recruitment and selection practices' (Department for Business, Innovation and Skills, 2015) reports a trend for graduate employers to seek transferable over discipline-specific skills. An English degree gives students the ability to develop versatile, transferable skills that are highly sought after by graduate employers. These are expanding in the world of social media communication. The particular skills valued by employers surveyed included 'analytical and problem-solving skills', creativity, the 'ability to work with others' and to understand others' perspectives and contexts and written and spoken communication skills.

The BGU Graduate Attributes embedded in the English programmes - through emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment - are highly relevant to the priorities of graduate recruiters. The Graduate Attributes of Information Literacy (communication), Being Enterprising (problem-solving), and Global Citizenship (ability to work with others, potentially across cultures) will benefit graduates of BGU English in an increasingly competitive graduate market.

English's development of twenty-first-century digital skills is a significant factor in students' employability. In January 2016, BIS and the Department for Culture, Media and Sport reported that 'as demand for digital skills outstrips supply, employers across a wider range of sectors are experiencing digital skill gaps within their workforce', including in the creative and marketing sectors popular with English graduates ('Digital Skills for the UK Economy', BIS and DCMS 2016). The digital literacies students will develop through innovative forms

of assessment such as hypertext analysis, production of e-resources and digital presentations will enable them to meet this demand, and place graduates of BGU English at a competitive advantage.

As a national curriculum subject, English continues to be in demand by applicants who wish to pursue a secondary school teaching career and is a popular choice for joint-honours combinations. BGU's particular strengths in employability and Education Studies complement this. Graduates of English are well-equipped with the Academic Literacies required to pursue postgraduate study, and thus careers in educational and research professions.

While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Hourly Paid Lecturers) or through enhancement activities (as Guest Lecturers or through dedicated site visits).

Wherever relevant the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

History graduates gain skills that help them to research and analyze sources and data, and to construct and defend thought provoking arguments. This means history graduates have the critical and analytical skills demanded by a variety of employers. '*Many employers are especially interested in History graduates because of their particular training and approach, based on robust questioning, rigorous evidence-gathering, and applying multi-perspectival approaches in coming to reasoned and reasonable judgements*' (QAA, 2021 draft: section 1.21).

A range of employment opportunities are open to such History graduates including top graduate schemes; journalism and publishing; archives administration; the law, police, security, or military professions; politics and public policy; librarianship, data analysis, and information management; and teaching, museum education and outreach work.

Successful graduates of this programme can also continue to study for both taught and research-based higher degrees.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Minimum admission points for entry to the University are reviewed on an annual basis. Currently typical entry requirements are 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). We welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc (on the University website there are details of all qualifications in UCAS tariffs) There is no requirement for GCSE English. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/english-and-history

The University is committed to widening participation in higher education. As such, we are supportive of a range of marketing and publicity initiatives that encourage a diverse student body. All students who are expected to achieve our entry requirements are offered an applicant day, interview and/or campus visit. In line with this aim, we encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advises on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.

30	Programme Specific Management Arrangements

The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists

General
- Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running of the degree programme;
- Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme.

Combined Honours
- Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running of the English degree programme;
- Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the English degree programme.

Foundation-Year
- Programme Leader for Foundation Degrees – responsible for overall management, planning, organisation, and running of the Foundation Year programme;
- Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running of the intersection between the Foundation-Year and the English degree programmes;
- Module Tutor with a focus on Foundation-Year students - responsible for planning and delivering English bespoke sessions, tutorials, and related activities for the Foundation-Year students.

Other
- Optionality

In collaboration with the relevant departments, the English team will facilitate the management of optionality at levels 5 & level 6 by ensuring a clear process for recording students' choice of optional modules from selection through to progression and graduation.

This joint programme is managed through the Arts, Humanities and Social Sciences Portfolio. The relevant Programme Leaders for the joint subjects of this degree report to the Head of the Programmes for this portfolio area and are supported by the staff of the Faculty Administration Office.

Members of the English and History teams either directly line managed or instructed in their roles by the Programme Leaders for English and History in collaboration with other relevant Programme Leaders where modules are shared between programmes and line management responsibility lies outside of the programme team.

An additional level of oversight and line-management is provided by the Head of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Annual reviews of programme quality and delivery are conducted by Programme Leaders (in the form of Annual Monitoring Reports) which are informed by NSS, module evaluations, student and staff feedback, External Examiner's comments and the BGU Learning and Teaching strategy. Targets for year on year development are set and implemented to enhance programme delivery.

31	Staff Responsibilities

Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

- General
  - Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running of the English degree programme;
  - Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the English degree programme;
  - Visiting Tutors – responsible for English module delivery, marking and moderation in English.

- Combined Honours
  - Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running of the English degree programme;
  - Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the English degree programme;
  - Visiting Tutors – responsible for module delivery, marking and moderation in English.

Foundation Degree
  - Programme Leader for Foundation Degrees – responsible for overall management, planning, organisation, and running of the Foundation Year programme;
  - Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running between the Foundation-Year and the English degree programmes;
  - Module Tutor with a focus on Foundation-Year students - responsible for planning and delivering English bespoke sessions, tutorials, and related activities for the Foundation-Year students.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics

forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

English's commitment to digital literacies and new modes of assessment will require additional technical and digital learning support for staff and students. We have been working in collaboration with CELT to organise and plan this support in two areas. Firstly, students and staff will require IT services to provide reliable electronic platforms and supported software for the satisfactory completion and submission of assessments. It should be noted that, at present, there is no ambition to employ any platforms or specialist software packages that are not already supported by the institution. Secondly, there will be a more general need for CELT, Digital Learning and Learning Development in particular, to support the management of these new assessments through the provision of training opportunities and guidance in the practices of digital literacy for both students and staff. Together with them, we will ensure scheduled, bespoke 'drop-in' sessions for modules that require an understanding of the digital learning capabilities of specific tools and platforms.

Students are closely monitored and supported during the first semester of their Level 4 experience. History staff take particular steps to ensure students are appropriately academically equipped to pursue the programme of study, this is delivered through a number of subject-embedded study skills development sessions as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the Library. If subject area academic staff feel it is necessary they signpost students toward additional support, whether academic or welfare related.

In preparation for Level 6, the relevant students are introduced to the HIS60822 'History Dissertation' module with the aim of encouraging students to use the summer to explore possible research topics. One-to-one support is reinvigorated during the Level 6 phase of the programme to support students as they undertake the challenge of their personal research-based 'History Dissertation' module (HIS60822).

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

The Programme complies with current institutional evaluation policies and takes part module evaluations at semesters 1 and 2, and programme evaluation through Student Satisfaction Surveys - NSS, and BGUSSS. The Programme Leader (PL) receives feedback via the Representative Feedback System. This is a system that the PL uses to gather students' views, suggestions, and feedback proactively – particularly to develop and enhance the programme. The team also acts on the External Examiner's Reports and feedback

The English team's learning, teaching and assessment philosophy places at its centre a student-centred approach built on feedback to and from students therefore, reflection on delivery at modular and team level is essential. English module tutors will facilitate key moments for students' informal valuation during the semesters that will exist in parallel with the afore mentioned University modes of evaluation. These prompt and ad hoc evaluation will enable students to co-produce elements of their learning, teaching, and assessment experience in collaboration with their module tutors through workshops Co-production is also developed through assessment forms that enable autonomous choices.

The English Team's open-door office hour policy enhances the University Personal Tutor System (which enables opportunities for individual students' feedback that is reflective as well as informative due the closer rapport developed between the personal tutor and the tutee) by facilitating communication between students and staff.

In addition to this the History programme team recruits additional individual students as 'module champions' to provide formative feedback on specific module content and learning activities.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

ENGLISH

Module Name	Programme outcomes for LEVEL 4															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG40122 Introduction to Literary Studies		✔	✔	✔	✔	✔	✔			✔			✔	✔		✔
ENG40222 The Gothic: Transgressive to Shock	✔	✔	✔		✔	✔	✔		✔		✔	✔		✔		✔
ENG40522 Poetic License: Lines and Lyrics	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
ENG40622 Shakespearean Worlds	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Module Name	Programme outcomes for LEVEL 5															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG50122 Literature & Identity: Self or Subject?		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
ENG512_1.0 Reading the Popular		✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
ENG513_1.0 Literature for Children and Young Adults	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
ENG50522 Victorians Unbound		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
ENG50622 Modern Drama: The Inconstant Stage		✔	✔	✔	✔	✔	✔						✔	✔	✔	✔
ENG50722 Becomings: Women & Writing	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔

Module Name	Programme outcomes for LEVEL 6															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG60122 Dissertation		✔		✔	✔	✔	✔		✔	✔	✔		✔	✔	✔	✔
ENG60222 Modernism: Make It New!		✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔
ENG60422 Romantic Horizons	✔	✔	✔	✔	✔	✔		✔	✔	✔			✔	✔	✔	✔
ENG61022 Writing the Environment		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
ENG60622 The Future Unwritten: Late 20th- and 21st- century Literature		✔	✔	✔	✔	✔	✔	✔			✔		✔	✔	✔	✔

History

Module	Programme outcomes for LEVEL 4												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS41322 The Historian's Craft: Doing History at University	✔	✔	✔	✔	✔		✔		✔		✔		✔
HIS40622 Histories of Identity: Sexuality, Race, Class and Gender	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS41422 The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔		✔
HIS40822 The Early Modern British Isles: From Reformation to Revolution	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

Module	Programme outcomes for LEVEL 5												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS50622 People and Places: Researching Local History	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS50822 Creative Destruction: The Atlantic World in the 17th and 18th centuries	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS51122 The City in Global History: The Rise of Urban Societies in the Modern Age	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS50522 The Dark Arts: A History of Magic, Witchcraft and Folklore	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS51222 The Long Weekend: Britain between the wars, 1918-1939	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Module	Programme outcomes for LEVEL 6												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS60422 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS613_1.1 The Global Cold War, 1945-1991	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS60822 History Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

| HIS60922 Kill Your Masters: The French and Haitian Revolutions | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ |

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes English															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Global Citizenship		✔	✔	✔	✔		✔	✔				✔			✔	✔
Information Literacy	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		
Digital Fluency		✔	✔	✔	✔	✔	✔		✔	✔	✔		✔	✔	✔	
Employability	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Being Enterprising		✔		✔	✔	✔	✔	✔	✔			✔		✔	✔	

Attribute	Programme Learning Outcomes History												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔
Global Citizenship	✔	✔	✔	✔	✔		✔			✔		✔	✔
Information Literacy	✔	✔	✔		✔	✔	✔		✔	✔		✔	✔
Digital Fluency		✔			✔	✔	✔			✔	✔	✔	✔
Employability	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔

Being Enterprising			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Graduate Attributes

GA1.   **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2.   **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3.   **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4.   **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5.   **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6.   **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(e.g. students entering Level 5 from September 2016 onward)*
v2.0	Amendment to 2xL5 module titles/content.	10 June 2024	Sept 2024	Students entering L4 and L5.
v3.0	Amendment to assessment category for HIS61322 (now HIS613_1.1)	September 2025	1 September 2025	All students.