



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	n/a
Final award	BA (HONS)
Title of programme(s)	English and History
Subsidiary award(s)	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	3 Years Full-Time / Equivalent Part-Time
Last Intake	Last Intake: September, 2013
Periodic review next due	n/a
UCAS course code & code name	QV31
Delivery venue(s)	Leeds Trinity University Campus

2. Aims of the programme

Rationale and general aims
<p>ENGLISH:</p> <ol style="list-style-type: none"> 1. To encourage students in their enjoyment of and commitment to literature. 2. To deliver a diverse curriculum which encourages the understanding and analysis of the functions of language and literature, including from periods before 1800. 3. To develop students' capacity to analyse, evaluate and formulate critical opinion and to provide appropriate evidence in support of it. 4. To encourage students to respond creatively to literature and to develop the ability to produce new knowledge and generate fresh perspectives on existing knowledge. 5. Develop students' abilities in group work, project management, effective communication and research. 6. To provide teaching that is informed by a departmental culture of research and scholarship. 7. To teach students how to collect, organise, and analyse data through detailed study of literary texts. 8. To encourage students to work in flexible and creative ways, by developing skills and habits of self-motivation and independence in study of thought.

9. To help students prepare and present assessed work in an articulate manner, both individually and in collaboration, and in various media.
10. To provide a basis for the further study of English at all levels.

HISTORY:

The aim of the Programme is to address questions of continuity and change in human communities, analysing causation and impact through the framework of history (both historical knowledge and skills). Through a sustained and in-depth study of history and of the processes of historical enquiry, students will become familiar and actively engaged with history, both as a body of knowledge and as an academic discipline, so that each student will leave University equipped with: skills for employability; an understanding of key historical concepts, critical approaches, and research methodologies; and a knowledge of a range of historical periods and topics, both national and global.

The wider aims of Single Honours History are therefore to:

- stimulate critical thinking through engagement with history (both as a body of knowledge and an academic discipline), and to develop the interpretative methodologies necessary to ensure rigorous analysis of historical evidence, in the formation and support of their own opinions and arguments and the situating of these understandings within the framework of existing knowledge.
- address the key debates and beliefs that have shaped and continue to shape the diverse socio-cultural, economic, political and religious contexts of contemporary society, enabling students to assess their historical origins and development and analyse patterns of continuity and change, thereby coming to reflect critically on and to deepen their understanding of the present.
- develop students' appreciation of the complexity, uncertainty, ambiguity, and limits of historical knowledge, in order to think empathetically and creatively as well as rigorously about the ways in which different societies – across different periods and places – have engaged with both similar and vastly different experiences to those of the present.
- cultivate students' reflective, complex decision-making, and problem-solving skills, assisting them to manage and integrate their knowledge effectively, and to communicate and present ideas well, thus developing into rounded and engaged graduates who are able to progress to a wide range of further study, career, and life options.
- provide a programme that – while distinctive and relevant - has lasting value for the graduate in a changing world, and provides a stimulating framework within which each student has an opportunity to recognise and reach his/her full potential as a human being, engaging actively with the world around him/her and making a significant contribution in their time and place.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

ENGLISH

On successful completion of the programme students will have demonstrated:

Knowledge and Understanding

- K1 **Literary Knowledge** – sound knowledge and critical understanding of a substantial number of literary texts, written in the principal literary genres of fiction, poetry and drama, from most of the periods of English literary history including those before 1800.
- K2 **Contextual Knowledge** – sound knowledge of a range of literary contexts, including those before 1800, and an awareness of the ways in which they might have influenced the production and the reception of period literature.
- K3 **Knowledge of Subject Conventions and Resources** – sound knowledge and understanding of the scholarly conventions appropriate to the discipline and the current information- and communication-strategies required in order to conduct research and to create knowledge and expertise.
- K4 **Knowledge about Language** – knowledge and understanding of the structure, variety, history and use of the English language.

Intellectual / Cognitive / 'Thinking' Skills

- I1 **Interpretation** – secure use of appropriate critical skills in the close reading, analysis, interpretation, and evaluation of literary and other texts.
- I2 **Relating to Context** – an ability to relate a critical interpretation of texts to their historical and socio-cultural contexts.
- I3 **Creating Solutions** – an ability to identify and solve problems critically through the use appropriate research techniques, resources and methods to locate and select appropriate evidence and to create coherent evidence-based solutions.
- I4 **Communicating Solutions** – an ability to communicate research findings in accordance with the normal academic standards and conventions of presentation and to do so adequately in various fora and media.
- I5 **Linguistic Self-Reflection** – an ability to evaluate and analyse critically the ways in which language and literature can construct and deconstruct identities.
- I6 **Ethical Self-Awareness** – an ability to use different critical approaches to literary texts, discuss texts in relation to ethical debates, and reflect from an international perspective on their own assumptions and practices as readers.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and

sustainability;

- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

HISTORY

On successful completion of their Single Honours History Programme, students will have provided evidence demonstrating:-

Knowledge and Understanding

- K1 **Knowledge of the past.**
- K2 **British and non-British events.**
- K3 **Evaluation of different approaches to the past.**

Intellectual / Cognitive / 'Thinking' Skills

- I1 **Sustained and independent study.**
- I2 **Continuity and change.**
- I3 **Testing hypotheses.**
- I4 **Project management.**

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and

take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

Learning outcomes demonstrated through:

1. an awareness of a map of past events into which they are able to integrate future studies; and an awareness of continuity and change over extended time-spans and across different societies and cultures; (K1, E9)
2. an in-depth knowledge of particular aspects of the past, both British and non-British; (K2)
3. an ability to undertake sustained and independent study; (I1, E1)
4. an ability to recognise different approaches to history and have confidence and flexibility in evaluating them; with application to appropriate scholarly resources and evidence; (K3)
5. an understanding of concepts such as continuity, causation, change, and development, (I2)
6. rigour in the formulation and testing of hypotheses, selecting research strategies, and discriminating between what is relevant and what is irrelevant to the task in hand, in order to solve problems; (I3, E4)
7. a capacity to engage in self-directed project management: to collect and collate information, sift, select, organize and synthesize large quantities of data, and evaluate and interpret evidence; (I4, E4)
8. an active engagement with and critical understanding of the scope of established historical scholarship, and the ways in which the past has been presented and re-presented; (K2, E3, E9)
9. the ability to report findings orally, visually and in different forms of writing, including reports, essays, digital mediums, and sustained pieces of writing; conforming to scholarly conventions in

so doing; (E5)

10. the ability to apply ICT and basic quantitative techniques and understandings to historical study drawing on the digital humanities; (E6, E7)

11. professionally relevant skills, understanding and experience, including the ability to work as a member of a group as well as independently, and an aptitude for the effective application historical knowledge in non-academic contexts; (E1, E2, E3, E8)

12. a mature awareness of and ability to make informed choices in the areas of ethical behaviour, social responsibility, issues relating to the environment, access and cultural diversity as they apply to history. (E1, E9)

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

ENGLISH:

The English programme is compliant with the most recent subject benchmark statements from the following agencies:

- QAA [Quality Assurance Agency] for English (2007);
- HEA [Higher Education Authority] - English Subject Centre benchmark statements for English Language (2011)
- HEA [Higher Education Authority] – Employability: Framework for Higher Education Institutions (2013)
- NAWA [National Association of Writers in Education] Creative Writing Research document (2008)
- SCOUNL [Society of College, National and University Libraries] - Seven Pillars of Information Literacy (2011): [<http://www.sconul.ac.uk/sites/default/files/documents/researchlens.pdf>]

The most recent QAA subject benchmarks for English (2007) identified the rise of creative writing as a positive driver of change, associating criticism with creativity. Since then Creative Writing aspects have become even more successfully integrated with English literature. Had this document been updated since 2007 it might well have noted how English was becoming more geared to the production of new knowledge and insights, enabling the creation of future knowledge, rather than simply the recovery of old knowledge.

HISTORY:

The institution completed an audit of the relationship of existing provision to subject benchmarking statements towards the end of AY 1999/2000. The report on History provision presented to the FASS Quality and Standards Committee (FASS Q&S 00/23) on 6 July 2000 indicated that while the provision in History showed a high degree of congruence with the History Benchmarking Statement, there were a small number of areas in which alterations would usually enhance congruence. The summary of the areas where action was taken can be found in 'PROPOSAL FOR MAJOR MODIFICATIONS TO AWARD BEARING PROVISION (TAUGHT COURSES)' September 2001.

The internal audit of Humanities in July 2009 noted that this programme was fully compliant with the History Benchmarking Statement (2007).

The teaching team includes past and present members of HUDG/History-UK (HE), Fellows of the Royal Historical Society, and of the HEA (reorganized in 2011 re its subject leadership structure). Observations on the discipline at the national level provided by these three bodies have been noted and employed by the team in revising the documentation for Periodic Review 2014, e.g. in light of the consultation on the National Curriculum for English schools, proposed

revision of the History Benchmark Statement. Members of the team also act as External Examiners at other HE institutions, e.g. Manchester Metropolitan University. This has also facilitated subject externality.

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

ENGLISH

Level 4: Foundation and Tools

The Level 4 core provides a foundation for the further development of subject knowledge and skills at Levels 5 and 6. Students learn the distinctive characteristics of the different literary genres (drama, poetry, narrative), acquire basic understanding of language structure and a range of critical terms and issues, and develop their communication and research skills.

Level 5: Range and Exploration

The Level 5 core is organised around a chronological strand which develops subject knowledge and critical skills through the study of two literary periods (ENG 522 *Literary Period: The Middle Ages* and ENG 5542 *Literary Period: The Renaissance*). In addition they may take 2 options, which develop intellectual skills through the study of creative, critical and ethical issues. During the first part of Semester 2 all students will take either ENG5012 *Professional Development and Placement*, or HIS 5752 *Professional Development and Placement*, which further prepares them for future employment and requires them to reflect on the application of their knowledge and skills to problems and challenges in the workplace.

Level 6: Focus and Specialisation

At Level 6 the chronological strand continues with the study an additional literary period (ENG 6522 *Literary Period: Victorian Literature*) and opportunity is provided to select up to two further, more independent, study in up to two of the core periods covered by the programme (ENG 6162 *Literary Period: Seventeenth-Century Literature*, and ENG 6532 *Literary Period: Classicism and Romanticism*). Chronological and reflective strands meet in the requirement to complete a long essay (4,000 words) on a topic chosen by the student and approved after consultation with an appointed member of staff (ENG 6702 *English Research Report*). The creative writing pathway may be pursued by taking ENG 6742 *Writing Practices 3: Experiments in Genre*. There is also a professional placement option to continue the employability strand with ENG 6412 *Professional Development for English*.

HISTORY:

The Single Honours History programme enables students to engage with History as a discipline as well as enabling them to learn, through active engagement with, the skills associated with that discipline. Students, while having the opportunity to concentrate upon a particular aspect of History, are also required to study a variety of periods and both national and world history. Emphasis is placed on the development of students' independent learning through the module HIS 5762 *Making History* at Level 5 and core HIS 6744 *Dissertation*/HIS 6732 *History Research Report* at Level 6, with opportunities to fashion their assignments in other modules such as L6 HIS6822 *Presenting the Past*. The programme provides professional relevance and by giving students the opportunity to be placed in organizations or with projects that have relevance to History at Levels 5 and 6. Skills for employability, such as data-handling and analysis, research skills, project management, work with digital resources and media, report-writing and oral presentation skills are embedded within the programme at every level and are designed to be of service to students seeking entry to a range of professions (e.g. careers in journalism, the heritage industry, teaching, TV research, politics and public service, the forces, HR and management).

The History Scheme within which the Single Honours Programme fits is progressive in that it is intended to introduce students to, then to develop and facilitate them in the exercise of, historical and skills for graduate-level employment.

As validated, there are three main stages of development within History at Leeds Trinity. Students are guided through these stages which progressively enable them:

1. to understand the nature of the discipline of history;
2. to practise history;
3. to gain enough expertise to handle with confidence some of the tools of historical enquiry.

6. Structure

ENGLISH AND HISTORY (Joint Honours)		(ENGAHIS)	
Duration: 3 years full-time / 6 years part-time			
Total credit rating: 360			
Course code: QV31			
Level 4.			
Entry requirements: see Undergraduate Prospectus.			
Last Intake: September, 2013. This L4 is no longer available.			
Core: Candidates are required to take:			
ENG 4562	Words on the Page	Sem 1&2	20 credits
ENG 4572	Language in Theory; Language in Context	Sem 1&2	20 credits
HIS 4702	Patterns and Periodisation in History	Sem 1&2	20 credits
HIS 4712	The Historians Craft	Sem 1&2	20 credits
HUM 4782	Humanities Professional Development	Sem 1&2	20 credits
and are required to take 20 credits from:			
ENG 4742	Writing Practices 1: Introduction to Genre	Sem 1&2	20 credits
HIS 4822	History in Contemporary Society	Sem 1&2	20 credits
Level 5:			
Progression requirements:			
Entry from 2014/15 onwards: 120 credits from level 4, or equivalent.			
Entry prior to 2012/13: minimum of 100 credits from level 4 including ENG 4782, HIS4102 or SML4012, or equivalent.			
Core: Candidates are required to take:			
HIS 5702	Problems in History	Sem 1	20 credits
HIS 5712	Research and Discovery	Sem 1	20 credits
and are required to take 20 credits from:			
ENG 5012	Professional Development and Placement	Sem 1&2	20 credits
HIS 5752	Professional Development and Placement	Sem 1&2	20 credits
and are required to take 20 credits from:			
ENG 5522	Literary Period: The Middle Ages	Sem 1	20 credits
ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits
and are required to take 20 credits from: (*if not already chosen from above)			
*ENG 5522	Literary Period: The Middle Ages	Sem 1	20 credits
*ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits
ENG 5312	Linguistic Topics	Sem 2	20 credits
ENG 5412	Literary Period: Twentieth-Century Literature	Sem 2	20 credits
ENG 5722	Writing and War	Sem 2	20 credits
ENG 5732	Constructions of Gender	Sem 2	20 credits

ENG 5742	Writing Practices 2	Sem 1&2	20 credits
ENG 5822	Magical Realism in World Fiction	Sem 1&2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society	Sem 1&2	20 credits
<u>and</u> are required to take 20 credits from: (*if not already chosen from above)			
*ENG 5312	Linguistic Topics	Sem 2	20 credits
*ENG 5722	Writing and War	Sem 2	20 credits
*ENG 5732	Constructions of Gender	Sem 2	20 credits
*ENG 5742	Writing Practices 2	Sem 1&2	20 credits
*ENG 5822	Magical Realism in World Fiction	Sem 1&2	20 credits
HIS 5792	Themes in Modern World History	Sem 2	20 credits
HIS 5832	Figuring the Past	Sem 2	20 credits
HUM 5312	Writing History: Tales and Textbooks	Sem 2	20 credits
*HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society	Sem 1&2	20 credits
Level 6			
Progression requirements:			
Entry from 2014/15 onwards: 120 credits from levels 4 and 5, or equivalent.			
Entry prior to 2013/14: minimum of 100 credits from Level 4 including ENG4782 or HIS4102 and 100 credits from level 5 including ENG5012 or HIS5752 or equivalent.			
Core: Candidates are required to take:			
ENG 6522	Literary Period: Victorian Literature	Sem 1	20 credits
HIS 6702	Special Subject 1	Sem 1&2	20 credits
HIS 6712	Special Subject 2	Sem 1&2	20 credits
<u>and</u> are required to take 20 credits from:			
HIS 6732	History Research Report	Sem 1&2	20 credits
HIS 6792	History and Media: Reporting Crisis	Sem 1&2	20 credits
HIS 6822	Presenting the Past	Sem 1&2	20 credits
HUM 6012	The Roots of Ideas: The Foundations of Western Thought	Sem 1&2	20 credits
<u>and</u> are required to take 40 credits from:			
ENG 6162	Literary Period: Seventeenth-Century Literature	Sem 2	20 credits
ENG 6302	Authors in Depth	Sem 2	20 credits
ENG 6412	Professional Development for English	Sem 1&2	20 credits
ENG 6512	Literary Period: Twentieth-Century Literature†	Sem 2	20 credits
ENG 6532	Literary Period: Classicism & Romanticism	Sem 1&2	20 credits
ENG 6552	The Continuing Middle Ages	Sem 2	20 credits
ENG 6562	Elizabethan Love Poetry	Sem 2	20 credits
ENG 6702	English Research Report	Sem 1&2	20 credits
ENG 6742	Writing Practices 3: Experiments in Genre	Sem 1&2	20 credits
ENG 6772	The Child and the Book♦	Sem 1&2	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits
HUM 6012	The Roots of Ideas: The Foundations of Western Thought	Sem 1&2	20 credits
<u>and</u> are required to choose 20 credits from: (*if not already chosen from above)			
*HUM 6012	The Roots of Ideas: The Foundations of Western Thought	Sem 1&2	20 credits
*HIS 6792	History and Media: Reporting Crisis	Sem 1&2	20 credits
*HIS 6822	Presenting the Past	Sem 1&2	20 credits
*HIS 6732	History Research Project	Sem 1&2	20 credits
† ENG 6512 Literary Period: Twentieth-Century Literature is running in 2014/15 only.			
♦ ENG 6772 The Child and the Book is not available in 2014/15.			
Note: ENG6912 must be taken with ENG6542			

7. Learning, teaching and assessment

Confirmed by Head of Humanities – 20 November 2014

7a) Statement of the strategy for learning, teaching and assessment for the programme

ENGLISH

(iv) Towards Independent Learning

The programme is designed to develop a confident and competent approach to independent learning. Independent learning skills are developed through the setting of specific tasks in teaching sessions; through the structure of assessment tasks, and through the provision of specific tuition, guidance and support in the completion of those tasks. This is done in line with a stepped development of research/library skills over the 3-year course in line with SCONUL's '7 Pillars of Information Literacy' structure. Students will be encouraged to make full use of digital resources and to engage with new developments in digital humanities.

At Level 4 (Foundation and Tools) there is an emphasis on learning what university-level study involves – including formal qualities of scholarship and the construction and communication of a clear argument.

At Level 5 (Range and Exploration) student essays and presentations are structured in such a way that the research skills acquired in Level 4 are both developed and also set to work against a (controlled) set of projects (i.e. once the formal structures are in place some more challenging content is provided). Students consolidate their understanding of good scholarship, practise the skills introduced at Level 4, and explore the full range of research resources available. The core modules in semester 1 provide specific tuition and support in the application of these skills and the option modules in semester 2 provide stronger opportunities for the independent judgment in the selection of most appropriate and of appropriate point and extent of their application.

At Level 6 (Focus and Specialisation) students are encouraged to outline the research methods and sources they will use in order to plan and structure active research; and are required to formulate their own essay questions for some modules (eg for ENG 6702 *English Research Report* and the core module, ENG 6522 *Literary Period: Victorian Literature*). At Level 6 the core modules in semester 1 handle the transition to more independent academic research skills and the option modules in semester 2 provide opportunities for students either to make independent judgements about their application. At semester 2 there is an option to choose modules in which staff research expertise is modelled and mediated.

(ii) Teaching

Teaching is characterized by:

- The aim to stimulate enjoyment of reading and interest in subject scholarship
- Clear communication in speech and writing, with effective use of handouts and/or visual display materials to provide information and guidance and to support learning
- Content designed in such a way as to provide challenge, coherence and support
- Active learning activities with clear objectives, with appropriately varied tasks and organization, playing to different learning styles and making effective use of time and resources
- Guidance for independent learning, communicated through tutorials and workshops or via VLE support.
- Innovation and renewal through sharing of good practice and input from internal and external training.
- Active engagement with the university's Learning and Teaching seminars and also with developments in digital humanities.

At all Levels teaching is mainly through workshops, usually with no more than 30 students at a time, combining presentation of information by the tutor with learning activities and group discussion, followed by feedback and reflection. At 6 there are increased opportunities for individual tutorials.

(iii) Assessment

The programme provides a varied and diverse set of assessment methods, such as standard essays and exams, but also quizzes, reports, poster presentations, creative writing, and presentations (group and individual). This combination of modes reflects the varied focus on the specific skills or

knowledge being assessed, but also has additional justifications:

- making different demands upon the students in order to encourage the development of varying learning skills;
- doing justice to different aptitudes for particular assessment methods;
- ensuring that appropriate modes of assessment can be matched against scheme and individual module objectives;
- enabling active learning opportunities for working with digital humanities.
- safeguarding the integrity and reliability of assessment for the scheme.

(iv) Review

The programme's teaching and learning is continually monitored and changes are made in the light of feedback from the following sources:

- Module mark profiles (by individual assessment and module as a whole). At programme review there is an automatic trigger for consideration of the 3 lowest- and highest-scoring average marks for module and assessment task.
- Module Evaluation Questionnaires
- Module Evaluation reports, considered at the Student-Staff Academic Committees
- External Examiner's report.

HISTORY:

Teaching methods are varied and active learning is pervasive. In addition to lectures and seminars, teaching includes the use of field visits, workshops, one-to-one supervision, creative work, visual learning, role-play, student-led group work, digital humanities resources and outputs, and computer-assisted learning. Vocational experience in the form of work placement is central to the Scheme, and students may undertake two placements, one 6-week placement at Level 5, and one year-long placement at Level 6 related to their programme of study.

Students have access to study abroad opportunities, supported via the University's International Strategy and International Office, and their personal tutors who offer guidance on module selection while abroad. Student mobility is encouraged, for example through the course handbook and information provided during intro week. Level 5 is the best time to go abroad, and placements in Level 5 (if approved by the EPO) can be, and have been, done abroad. The programme also has a history of welcoming international students who register on or attend individual modules e.g. through the Erasmus scheme.

During the course of their study at Leeds Trinity University, Single Honours History Students will be required to gain both a breadth of knowledge of periods and themes within History, historiographical debate and an in-depth understanding of specific topics. However, the acquisition of historical knowledge is regarded as subsidiary to the development of historical skills and understandings, which will provide them with skills for employability, the means by which to continue to gain further historical knowledge after they have graduated, and equip them with a habit of historical thinking of lifelong benefit.

In the first stage students are guided to **understand** how evidence is used, and by examining historical content, to **construct** a 'map' of the past within which to place their subsequent studies. Students achieve this through the core module HIS 4702 *Patterns & Periodisation in History*. Parallel to this is the second core module HIS 4712 *Historian's Craft: Skills & Sources*, which develops understandings and skills of hypothesis formulation and providing explanation by enabling students to a) examine the work of other historians and use that examination to construct their own arguments through debate and in writing, and b) gain structured practical experience by understanding a source-based case study. Both of these modules introduce students to concepts such as causation, change and continuity. The core module HIS 4792 *Introduction to Modern World History* introduces students to geographical range, while HIS 4772 *Turbulence and Transformation: a Study in Depth* allows students to begin exploring History in depth by focusing on one topic; these modules confront students with a range of global ethical issues,

and provide opportunities to explore those issues through active learning exercises. HIS 4822 *History in Contemporary Society*, meanwhile, alerts them to the ways in which history is appropriated and used in public contexts, allowing them to understand both the strengths and disadvantages of popular historical representations and to create and reflect on an example.

At the second stage, students utilize the insights and experience gained in stage 4 as they move to the **practice** of History and greater independence. In Level 5 the core module HIS 5712 *Research & Discovery* develops both the critical approach to sources, the planning of research strategies, execution of research in testing hypotheses, and the writing up of findings. This module culminates in students writing a small-scale research report based on primary sources. In the core module HIS 5702 *Problems in History*, students further develop their understanding of how historical enquiry is undertaken by historians through a historiographical case study. Both independence and research skills are reinforced through the core HIS 5762 *Making History*, which offers an opportunity for independent study and grounding in the skills required for the students' Level 6 Dissertation/Research Report. HIS 5832 *Figuring the Past* provides formal training in ICT, digital humanities and quantitative methods re data handling, as well as providing students with a wider experience of the varieties of History. HUM 5312 *Writing History: Tales and Textbooks* continues exploration of the public and popular representation of the past, focusing on historical novels and history textbooks, and once again allowing students to develop creative and professional skills through the creation of a history text of their own. All students extend their professional experience and enhance their employability, by undertaking a six-week professional placement during Level 5, which is supported with introductory lectures and employer input.

At the third stage, students address the objectives listed above at a more **integrated** and **advanced** level in a **sustained** way. In terms of content, the HIS 6702/6712 *Special Subject 1&2* enables students, through a sustained in-depth study, to practise and to be critical of their own work and the work of other historians. Students undertake a sustained piece of individual research in the form of HIS 6744 *Dissertation* or HIS 6732 *History Research Report*. The option modules, HIS 6792 *History and Media: Reporting Crisis*, HIS 6822 *Presenting the Past*, and HUM 6012 *Roots of Ideas: The Foundations of Western Thought*, offer the students the varied options of studying contemporary history, the popular representation of the past, and the foundations of western political philosophy, all of which contribute to directly to the development of the professional contexts in which they may wish to work (such as e.g. careers in journalism, the heritage industry, teaching, TV research, politics, HR and management) and civic consciousness and engagement with contemporary media. A further opportunity for work-based learning also presents itself.

The assessment strategy has been carefully devised in order to maintain as much flexibility as possible, while supporting students' development of the skills to do well in varied forms of assessment.

In accord with the University's Learning and Teaching Strategy, while recognizing the importance of unseen examinations, assessment within the Area of Study reflects the emphasis on active and reflective learning, and skills for life and employability, through the use of coursework assessment in the form of essays, reports, digital outputs, visual representation of data, oral presentations and debate, research posters and seen-source analysis exams. This strategy enables the examination of a wider range of skills and a greater use of task-specific exercises than formal timed papers or essays allow. Where more than one assessment mode is used for a module, there has been conscious decision taken for strong pedagogic reasons and after careful consideration of student and staff workload, to do so (there are no more than two assessments per 20 credits). The team has fully implemented the University's safeguards against plagiarism, issues clear guidance to students about the avoidance of plagiarism, and warnings about its consequences. Clear assessment criteria are provided at every stage, and feedback on assessed work is explicitly cross-referenced to these criteria.

7b) Module details

ENGLISH

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
<i>Please refer to the previous NP3 if details are needed for the L4 modules which are no longer being delivered</i>							
<i>L5 Modules</i>							
ENG 5012 Professional Development and Placement	Workshops	Portfolio	1,500 words	30%	End Sem 1	A Alyal J Taylor-Batty	
		Report	3,000 words	70%	End of placement period		
		Placement	6 Weeks (or equivalent)	PASS/FAIL	End of placement period		
ENG 5312 Linguistic Topics	Seminars	Essay	3,000 words	100%	End Sem 2	R Storer N Uglow	
		Online tests	Online tests	Pass / Fail	End Sem 2		
ENG 5412 Literary Period: The Twentieth-Century	Plenary Workshops Seminars	Take-away paper	1,000 words	25%	Mid Sem 2	J DeGay J Taylor-Batty	
		Essay	3,000 words	75%	End Sem 2		
ENG 5522 Literary Period: The Middle Ages	Lectures Seminars	Exam	1.5 hours	50%	Mid Sem 1	P Hardwick J deGay	
		Essay	2,000 words	50%	End Sem 1		
ENG 5542 Literary Period: The Renaissance	Plenary Lectures Seminars	Unseen exam	1.5 hours	50%	Mid Sem 1	S Anderson A Alyal	
		Essay	2,000 words	50%	End Sem 1		
ENG 5722 Writing and War	Workshops Guided independent study	Essay	2,000 words	50%	Mid Sem 2	N Uglow J deGay	
		Group Presentation	10 minutes	50%	End Sem 2		
ENG 5732 Constructions of Gender	Workshops	Essay	2,000 words	50%	Mid Sem 2	J DeGay N Uglow	
		Presentation	10 minutes	50%	End Sem 2		
ENG 5742 Writing Practices 2	Seminar/workshop Guided independent study	Creative Writing	1,250 words (prose) or 75 lines (poetry)	40%	End Sem 1	Martyn Bedford Paul Hardwick	
		Creative Writing	2,000 words (prose) or 120 lines (poetry)	60%	End Sem 2		
ENG 5822 Magical Realism in World Fiction	Seminars	Essay	2,000 words	50%	End Sem 1	J Taylor-Batty R Rodriguez-Saona	
		Essay	2,000 words	50%	End Sem 2		

HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Seminar Workshop	Skills Audit Practical	2, 000 words 1.5 hours	50% 50%	End Sem 2 End Sem 2	R Rodriguez-Saona	
<i>L6 Core Module</i>							
ENG 6522 Literary Period: Victorian Literature	Workshops Small Group Tutorials Individual Tutorials	Report	4,000 words	100%	End Sem 1	N Uglow A Alyal	
<i>L6 Option Modules</i>							
ENG 6162 Literary Period: Seventeenth-Century Literature	Seminars	Individual Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 1 End Sem 1	S Anderson A Alyal	
ENG 6302 Authors in Depth	Seminars	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	R Storer J deGay	
ENG 6412 Professional Development for English	Workshops Tutorials	Report Presentation	2,500 words 10 minutes	50% 50%	End Sem 2 End Sem 2	TBA	
ENG 6512 Literary Period: Twentieth- Century Literature	Plenary Workshops Seminars Guided independent study	Take-away paper Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	J DeGay J Taylor-Batty	
ENG 6532 Literary Period: Classicism and Romanticism	Seminars	Essay Essay	1,750 words 2,250 words	40% 60%	Mid Sem 1 End Sem 1	R Storer J deGay	
ENG 6552 The Continuing Middle Ages	Seminars	Essay Essay	1,750 words 2,250 words	40% 60%	End Sem 1 End Sem 2	P Hardwick N Uglow	
ENG 6562 Elizabethan Love Poetry	Lecture/ Workshops Independent Learning	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 2 End Sem 2	A Alyal P Hardwick	
ENG 6702 English Research Report	Workshops Individual Tutorials	Essay	4,000 words	100%	End Sem 2	J DeGay All Staff	
ENG 6742 Writing Practices 3: Experimental Writing	Workshops Individual Tutorials	Essay Creative Writing + Commentary	1,000 words 3,000 words	25% 75%	End Sem 1 End Sem 2	P Hardwick M Bedford	
ENG 6772 The Child and the Book	Seminars Guided independent study	Individual Presentation Essay	10 minutes 2,000 words	50% 50%	End Sem 1 End Sem 2	S Anderson	
ENG 6912 Postmodern Fiction	Seminars	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	J Taylor-Batty	

HISTORY

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
<i>Please refer to the previous NP3 if details are needed for the L4 modules which are no longer being delivered</i>							
Level 5							
<i>Core</i>							
HIS 5702 Problems in History	Workshops Tutorials Fieldvisit Guided Independent Study	Essay Group oral Presentation	1 x 2000 words 1 x 20 mins	50% 50%	S1, Week 12 S1, Week 13	M. Meikle , D. Drummond , R. Mitchell	
HIS 5712 Research & Discovery	Workshops Group project work/ Tutorials Guided Independent Study	Seen Source analysis Report	1x 1,000 1 x 3000 words	30% 70%	S1, week 8 S1, week12	K Sayer , D Drummond, R Mitchell	
<i>L5 Option Modules</i>							
HIS 5762 Making History: Research Skills & Independent Study	Workshops Tutorials Guided Independent Study	Portfolio Research proposal	1 x 1,500 words 1 x 2,500 words	40% 60%	S2, week 34 S2, week 41	M. Meikle , R. Mitchell, D. Drummond	
HIS 5752 Professional Development and Placement	Workshops Tutorials Placement	Week 1 Diary (blog) Satisfactory completion of placement Report	1 x 1,000 words - Pass/Fail Pass/Fail 1 x 3000 words	0% 0% 100%	End of first week of placement By end of placement period By end of placement period	M. Meikle , K. Sayer, R. Mitchell, D. Drummond	
HIS 5792 Themes in Modern World History	Workshops/Seminars Tutorials and Fieldwork Guided Independent Study	Report Unseen Exam	1 x 2000 words 1 x 1½ hr	40% 60%	S2, week 33 End S2 examination period	D Drummond K Sayer	
HIS 5832 Figuring the Past	Workshops Tutorials Guided Independent Study	Data-handling Report Exam	1 x 2500 words <u>equivalent</u> 1 x 1 hours	60% 40%	S2, week 34 End S2 examination period	D. Drummond K. Sayer	
HUM 5312 Writing History: tales and textbooks	Seminar/Workshop Lectures Guided independent study	Essay Group oral presentation	1 x 2,000 words 1 x 20 mins	50% 50%	S2, week 35 S2, week 37	R Mitchell K Sayer	
Level 6							

Core Modules							
HIS 6702	Seminars and tutorials	Essay	1 x 2000 words	50%	S2, week 17	M. Meikle , D. Drummond R. Mitchell, K. Sayer	
HIS 6712	Field visit	Seen source analysis	2 x 1000 words	50%	S2, week 28		
Special Subject	Guided independent study	Exam	1 x 3 hrs	100%	End S2 examination period		
L6 Option Modules							
HIS 6732	Workshops	Research Report	1 x 4000 words	100%	S2, week 35	D Drummond	
History Research Report	Tutorials					M Meikle, R Mitchell, K Sayer	
HIS 6792	Guided independent study	Research Report	1 x 2000 words	40%	S1, week 13	D Drummond	
History and Media: Reporting Crisis	Lectures and workshops	Research Report	1 x 2000 words	60%	S2, week 36	K Sayer	
HIS 6822	Group tutorials	Research Report	1 x 2000 words				
Presenting the Past	Workshops/Seminars	Group oral & poster	1 x 20 mins	50%	S2, week 17	R Mitchell	
	Tutorials and Fieldwork	Independent Study	1 x 2,500 words	50%	S2, week 33	K Sayer	
HUM 6012	Guided Independent Study						
Roots of ideas: The Foundations of Western Thought	Lectures/Seminars/Workshops	Individual presentation and debate with handout	1 x 30 mins	100%	S2, week 32	R Mitchell	
	Individual Tutorials					N Uglow	
	Guided independent study						

7c) Programme learning outcomes covered

ENGLISH

Adjust LO codes as necessary. → These must match module descriptors.	Assessed learning outcomes of the programme										Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Literary Knowledge	Contextual Knowledge	Knowledge of Subject Conventions and Resources	Knowledge about Language	Interpretative Skills	Relating to Context	Creating Solutions	Communicating Solutions	Linguistic Self-Reflection	Ethical Self-Awareness	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness

<i>The L4 modules are no longer being delivered. Please refer to the previous NP3 if details are required</i>																		
ENG 4562 (Words on Page)																		
ENG 4572 (Language)																		
ENG 4742 (W. Practices 1)																		
ENG 4772 (Roots of Stories)																		
ENG 4882 (Roots of Genre)																		
ENG 4412 (Plays, Essays)																		
HUM 4782 (Placement module)																		
ENG 5012 (Placement)																		
ENG 5312 (Linguistic Topics)																		
ENG 5412 (20 th Century)																		
ENG 5522 (Middle Ages)																		
ENG 5542 (Renaissance)																		
ENG 5722 (Writing n War)																		
ENG 5732 (Gender)																		
ENG 5742 (W. Practices 2)																		
ENG 5822 (Magical Realism)																		
HUM 5902 (Intro to Spanish)																		
ENG 6162 (C17 Lit)																		
ENG 6302 (Authors in Depth)																		
ENG 6412 (L6 Placement)																		
ENG 6512 (C20 Lit)																		
ENG 6522 (Victorian Lit)																		

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and 1 should be GCSE English Language at a minimum of grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

The standard progression requirements apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

ENGLISH

Successful completion of ENG4742 *Writing Practices 1* is required for progression to ENG5742 *Writing Practices 2*. The L5 module depends upon awareness and experience of the writing skills taught and trained in the L4 module.

Successful completion of ENG 5742 *Writing Practices 2* is required for progression to ENG6742 *Writing Practices 3*. The L6 module depends upon awareness and experience of the writing skills taught and trained in the L5 module.

Successful completion of ENG 5412 *Literary Period: Twentieth-Century Literature* is required for progression to ENG 6912 *Postmodern Fiction*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.

Successful completion of ENG5522 *Literary Period: The Middle Ages* is required for progression to ENG6552 *Continuing Middle Ages*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.

Successful completion of ENG 5542 *Literary Period: The Renaissance* is required for progression to ENG 6562 *Elizabethan Love Poetry* and also for ENG 6162 *Literary Period: Seventeenth-Century Literature*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.

Students must have passed ENG 5012 *Professional Development and Placement Module* or equivalent at >60% to be eligible to take ENG 6412 *Professional Development for English*. Demonstration of responsibility and self-management is required from the L5 module in order to demonstrate ability to identify and set up a suitably beneficial project for the L6 module.

HISTORY

HIS 6702 *History Special Subject 1* and HIS 6712 *History Special Subject 2* are co-requisites and must be taken together.

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

The external examining arrangements will be as required by the university regulations. There will normally be one external examiner for English, who covers the English modules on this programme and one external examiner for History, who covers the History and Humanities modules on this programme.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

HISTORY

As is the norm in the discipline of History, word counts will include in-text quotations in all forms of written assessment, in all modules, but exclude footnotes and bibliographic materials.

Students have access to study abroad opportunities, supported via the University's International Strategy and International Office, and their personal tutors who offer guidance on module selection while abroad. Student mobility is encouraged, for example through the course handbook and information provided during intro week. Level 5 is the best time to go abroad, and placements in Level 5 (if approved by the EPO) can be, and have been, done abroad. The programme also has a history of welcoming international students who register on or attend individual modules e.g. through the Erasmus scheme. Students also have extra curricula opportunities for mobility via the Chaplaincy (which organises supported group visits overseas, e.g. Rome, as well as pilgrimages, e.g. Lourdes, which students of all faiths and none access equally), and opportunities to apply to Camp America and similar projects. The University cannot, however, fund travel abroad.

Some NP4s contain references to bibliographic materials that may seem 'dated': it is necessary within the discipline to track the formation of the historiography and of historiographical debate, and it is therefore essential to maintain access to older 'classic' texts and editions.

Some modules at Level 4 and Level 5 are to be delivered in one semester, others over two semesters. This is in response to student feedback that sought to maintain the pace of learning, and also to ensure that certain key skills are acquired and tested quickly, thereby giving reassurance and underpinning further work. In the remaining instances, the course team considered it vital to allow time for a longer period of exposure to the material. At Level 5 the use of the shorter format for all Cores and two Options facilitates students accessing study abroad opportunities for a single semester. All modules at Level 6 are taught in the longer format, in order to enable students to spend more time with the material, which supports the sustained and independent learning appropriate to the level.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

GENERAL

A number of events will normally be organised by each department to support student learning on the programme (e.g. theatre trips, field/site visits, public poetry events, and the writers' festival). Students will be encouraged to participate but will not be disadvantaged, in relation to completion of their programme or of individual modules within the programme, if they are unable to participate.

HISTORY

Students will not be disadvantaged, in relation to the completion of their programme or of individual modules, if they are unable to participate in field/site visits due to a disability. The teaching teams are required to ascertain which sites are accessible, and the sites used in any one year will be selected to best fit the students' needs, and/or be subject to a critique of their accessibility. The team also have considerable experience in supporting students with a range of specific learning difficulties, visual impairment, hearing impairment, mental health concerns and chronic illnesses and medical conditions.

History primary sources cover a range of media: textual, visual, material, oral/aural, digital etc. Students' specific requirements for accessing this variety of media, as well as completing assignments, are identified and addressed via learner support plans.