

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BA (Hons) in English Literature and Modern History
Teaching Institution	Southern Regional College – Newry Campus
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2024
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	360 credits
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	English (September 2023) History (March 2022)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	FHEQ Levels 4-6
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Part-time (one day per week) Face to Face with capacity for online delivery, if deemed appropriate.
Duration of the programme for each mode of study	4.5 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	1

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

The overall aim of the BA (Hons) in English Literature and Modern History course is to provide an academically robust yet innovative undergraduate programme of study which will immerse and engage students in an academically challenging and vibrant educational experience. It will produce dynamic graduates who are intellectually competent and who will display the required graduate attributes. The programme will provide students with the knowledge, understanding and skills required for employment, entrepreneurial opportunities and/or postgraduate study and are directly aligned to those trends identified by the NI Skills Barometer Report (2021) as listed in Section 2 of the Background Document. Students will apply their knowledge and understanding across a range of conceptual, contextual and periodic frameworks that develop the professional and transferable skills required for further post-graduate learning and/or future careers. The benefit of a degree in both subjects means that students can clearly express how the human story is captured and articulated in the present but also how it relates to and is influenced by moments in the past. Given the different, but complementary, nature of these two subject areas students can ensure that they are advancing their knowledge in a parallel and coherent fashion. Their assessments will reflect the graduate attributes of articulate communication, informed critical thinking and argumentation, the ability to close analyse complex material, project manager, develop a global understanding of historical and contemporary processes, and promote ethical approaches to problem solving. The programme will focus on developing knowledge of relevant subject discourses whilst giving the learners the opportunities to apply their learning in a suite of contexts. The

programme is designed to future proof skills and knowledge through engagement with digital and material culture. The learning approaches will take into account the diverse backgrounds of learners fostering their engagement whilst promoting their growing academic independence through Levels 4, 5 and 6 of study. The programme will produce critical, creative thinkers ready for employment or postgraduate study. Being conversant with the knowledge of two subject specialisms, and the unique skills set each subject affords, will ensure that students acquire a versatile and broad skill set that will allow them to seek employment in a number of professions and to be equipped for career development.

Thus, the key objectives of this programme are to:

1. Develop students' knowledge of historical, aesthetic, theoretical and contextual frameworks so that they have a balanced and empathetic approach to our shared human experience.
2. Scaffold the building of students' skill sets across cognitive, digital, professional, and transferable attributes so that they can interrogate, evaluate and make persuasive and evidence informed arguments across a range of contexts.
3. Produce informed and original thinkers who can source, plan and manage their learning within group and independent settings.
4. Foster the graduate attributes, knowledge and skills that support relevant employment, entrepreneurial and postgraduate opportunities.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

- Certificate in Higher Education in English Literature and History – completion of all Level 4 modules
- Diploma in Higher Education in English Literature and History – completion of all Level 4 and 5 modules
- BA Hons in English Literature and History – completion of all Level 4,5 and 6 modules

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure – Part-Time only

This programme will be delivered part time one day per week over 4.5 academic years as follows:

- Years 1-3 will contain 80 credits per academic year with two 40 credit semesters (one 20 credit English and one 20 credit History per semester), equalling 80 credits per year.
- Year 4 will contain one 40 credit dissertation module which runs across both semesters and 40 credits split between one 20 credit History and one 20 credit English, equalling 80 credits.
- Year 5 is one semester only and therefore the remaining 40 credits will be completed with one 20 credit History and one 20 credit English – see below for proposed structural matrix.

4.5 Year BA Hons Structural Matrix

***Please note each Year Group also has a one hour per week personal tutorial slot**

FHEQ Level	Year of Study	Semester Running Order	Credits	Weekly Teaching Hours/Schedule	Module
4	1	Sem1	20	3.5 Hours Face to Face	History
4	1	Sem 1	20	3.5 Hours Face to Face	English
4	1	Sem 2	20	3.5 Hours Face to Face	History
4	1	Sem 2	20	3.5 Hours Face to Face	English
4	2	Sem 1	20	3.5 Hours Face to Face	History/English
4	2	Sem 1	20	3.5 Hours Face to Face	English
			120 Credits	Exit with a Cert HE	2 x History 1x History and English (project-based learning)

					3x English
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FHEQ Level	Year of Study	Semester Running Order	Credits	Weekly Teaching Hours/Schedule	Module
5	2	Sem 2	20	3.5 Hours Face to Face	History
5	2	Sem 2	20	3.5 Hours Face to Face	English
5	3	Sem 1	20	3.5 Hours Face to Face	History
5	3	Sem 1	20	3.5 Hours Face to Face	English
5	3	Sem 2	20	3.5 Hours Face to Face	History
5	3	Sem 2	20	3.5 Hours Face to Face	English
			120 Credits (240 accumulative)	Exit with a Dip HE	3 x History 3x English

FHEQ Level	Year of Study	Semester Running Order	Credits	Weekly Teaching Hours/Schedule	Module
6	4	Sem1	20	3.5 Hours Face to Face	History
6	4	Sem 2	20	3.5 Hours Face to Face	English
6	4	Sem 1 and Sem 2	40	3.5 Hours Face to Face	Dissertation /Project in History and/or English
6	5	Sem 1	20	3.5 Hours Face to Face	History
6	5	Sem 1	20	3.5 Hours Face to Face	English
			120 Credits (360 accumulative)	Exit with BA Hons	2 x History 2x English 1 x dissertation/project in either subject or cross disciplinary

***Please note Year 5 only runs for one semester**

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
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Compulsory Modules	Subject	Credit Weighting	Module Compensatable	Optional Module	FHEQ Level	Year of Study	Semester runs in
Introduction to Literature	English	20	Y	N	4	1	1
Introduction to Historical Skills	History	20	Y	N	4	1	1
Borders and Barricades: Beyond the Sunset	English	20	Y	N	4	1	2
Debates in History	History	20	Y	N	4	1	2
Literary and Cultural Theory	English	20	Y	N	4	2	1
Project Module: Learning in Action (Co-subject module)	English/History	20	Y	N	4	2	1

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Identify key themes, contexts, sources and features of materials under study and demonstrate an ability to analyse them.</p> <p>A2: Apply a suite of critical approaches that demonstrate an understanding of, and connection between, the materials under study.</p> <p>A3: Evaluate a range of complex creative and critical materials and sources through close reading/viewing and by positioning this material within an appropriate period, movement, ideology and/or conceptual framework.</p>	<p>Teaching and learning will primarily consist of lectures, seminars and tutorials but will also include skills based workshops such as essay writing skills, digital literacy, archival workshops and project based learning. Lecture and seminar materials will be posted on Canvas in advance as will module support resources such as module booklets.</p> <p>Assessment methods are balanced between individual and group demonstrations of knowledge and are designed to introduce ideas, themes, sources and critical skills in an engaging way. There is a mix between verbal and oral work to raise confidence levels as the learning occurs. The specificities of historical case studies, singular literary texts etc. are mapped across to a developing macro understanding of themes, concepts, periods and theoretical frameworks.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop, with guidance, a range of critical methods and tools for an appropriate framework of enquiry.</p> <p>B2: Research, select, compare and interrogate appropriate evidence to demonstrate engagement with learning.</p> <p>B3: Reflect both critically and personally on the materials, contexts, themes and periods under study.</p>	<p>Whilst the workshops will promote the development of some knowledge based skills such as archive work, essay writing etc. they will support the development of cognitive skills such as research, critical skills and reflection. Tutorials will offer a space for students to check on their learning, engage through questions and discussions and staff/peers can offer further guidance on assessment, if needed.</p> <p>Seminars ensure that students can respond to the materials under study and provide a weekly opportunity to read, critique and evaluate the materials.</p> <p>Assessment methods ensure that cognitive skills are captured through its variety of methods (debates, groupwork, curatorial skills, digital content creation, essay writing, project work etc.) by offering students the opportunities, to research, select, develop analytical skills and conduct both critical and personal reflections in response to the materials under study.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Research independently and/or within a group setting.</p> <p>C2: Plan and produce appropriate evidence of learning.</p> <p>C3: Articulate a critically informed perspective both verbally and/or textually and apply relevant academic standards/ conventions to the communication of this work.</p>	<p>Learning and teaching for practical and professional skills will primarily be supported through workshops on specific skills. Group meetings and projects will support a suite of foundational skills such as teamwork, research, planning and delivery of assessments in a scholarly and timely manner.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Work, both individually and within a group setting, to produce appropriate scholarly materials as evidence of learning.</p> <p>D2: Exercise, with appropriate support, a degree of initiative and independence to analyse, compare, evaluate and reflect on complex material.</p> <p>D3: Communicate in a range of ways (verbally, textually and digitally) on a suite of genres, texts, and sources.</p>	<p>The Level 4 modules on this programme are designed to introduce students to the foundational aspects of the relevant subject benchmark's knowledge and skills, however, they also embed a suite of transferable skills such as effective communication and teamwork but also a measure of independence and initiative.</p> <p>Alongside tutorial and seminar provision, the learning for transferable skills is supported through summative, formative and ipsative assignment design and their feedback, also an important teaching tool, which support the development of decision making, leadership and communication skills.</p>

[Exit Award: Cert HE in English Literature and Modern History: 120 credits]

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
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Compulsory Modules	Subject	Credit Weighting	Module Compensatable	Optional Module	FHEQ Level	Year of Study	Semester runs in
Monstrous Sexualities: Victorian Gothic	English	20	Y	N	5	2	2
The Age of Revolutions: Bonfire of the Vanities	History	20	Y	N	5	2	2
American Modernism: The Harlem Renaissance	English	2	Y	N	5	3	1
Communism in the 20 th Century: The Wall will never fall	History	20	Y	N	5	3	1
'If I didn't laugh, I'd cry': Postmodernist Humour	English	20	Y	N	5	3	2
Women and History: Hidden Figures	History	20	Y	N	5	3	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate knowledge and understanding of the thematic, periodic, contextual and theoretical frameworks relevant to the materials under study.</p> <p>A2: Synthesize relevant evidence across genres, periods and theories to produce evidence based persuasive arguments</p> <p>A3: Identify and critically evaluate the impact of aesthetic/historical features and events.</p>	<p>Teaching of content will be delivered via formal lectures to impart key information, contexts, theoretical considerations etc. related to the topics under study.</p> <p>Students will also be encouraged to make effective use of their independent study hours as the materials become more complex whilst new and enhanced skills are required.</p> <p>Skills workshops will support students in their developing digital skills and content will be directed towards assessment skills and practice.</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>Assessment methods will reflect the content under study: the Level 5 modules move towards periodic considerations of literary/aesthetic movements and historical periods, with both subjects advancing together chronologically and thus, students will be exposed to a significant volume of contextual information, theoretical discourse and periodic features. To assess this knowledge, Level 5 modules combine the traditional format and lengths of an academic essay which are particularly useful however, this is balanced against the introduction of new skills such as digital content curation and artificial intelligence software utilisation as assessment methods to ensure currency of skill building for students.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Become conversant with and utilise key critical and theoretical discourse</p> <p>B2: Critically connect the causal relationships of aesthetic/historical features to relevant contextual information</p> <p>B3: Reflect critically on the meta-discourses associated with the aesthetic/historical periods under study such as bias, perspectives etc.</p>	<p>Tutorials will support the further enhancement of cognitive skills such as research, discourse analysis and contextual frameworks. They will offer a space for students to check on their learning, engage through questions and discussions and staff/peers can offer further guidance on assessment, if needed.</p> <p>Cognitive skills are manifested through the assessment methods which require students to enhance their evaluative, critical and theoretical discourse. The Level 5 assignments of close reading, extended writing, poster presentations, for example, are methods that allow students to demonstrate this type of skill base.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Research, plan, compare and deliver relevant information to support the production of information and arguments.</p> <p>C2: Clearly and effectively communicate informed and evidence</p>	<p>Seminars will support students as they plan for assessments through weekly reading and tasks and in one of the Level 5 modules, forms part of their summative assessment.</p>

3C. Practical and professional skills	
<p>based arguments on a range of periods, themes and genres.</p> <p>C3: Demonstrate advanced digital literacy skills.</p>	<p>Assessment methods for Level 5 include opportunities for students to demonstrate their advanced digital skills such as instruction in, and engagement with artificial intelligence tools supported by teaching methods such as workshops and seminars.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Engage in a clear, articulate manner textually, visually and/or verbally.</p> <p>D2: Work effectively to a series of deadlines at both individual and group levels.</p> <p>D3: Demonstrate intellectual leadership skills.</p>	<p>Tutorial and seminar support will be of significant help to students as they encounter longer extended writing tasks underscored by close reading tasks. The range of assessment at Level 5 should ensure that students are exposed to a variety of genres: film, novels, music, art, historical role playing etc. will encourage students work on communication styles, leadership skills and within group settings, where relevant, whilst encountering newer, more varied material.</p>

[Exit Award: Diploma in Higher Education in English Literature and Modern History: 240 credits]

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
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Compulsory Modules	Subject	Credit Weighting	Module Compensatable	Optional Module	FHEQ Level	Year of Study	Semester runs in
Dissertation/Project Module	English/History	40	N	N	6	4	1 and 2
Making Money is Good: The Making of Modern China	History	20	Y	N	6	4	1
Apocalyptic Futures: Writing in the 21 st Century	English	20	Y	N	6	4	2
The Irish Identity in the 21st Century	History	20	Y	N	6	5 – one sem only	1
The Evolution of Irish Theatre: Resistant Voices from the Stage	English	20	Y	N	6	5– one sem only	1

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate the ability to incorporate previous learning and skills into an analysis and evaluation of new materials under study.</p> <p>A2: Craft independent and original ideas to present solutions and/or responses to areas of enquiry within relevant discourse.</p> <p>A3: Robustly evaluate a suite of thematic, contextual, theoretical, creative and critical materials within national and international settings.</p>	<p>The majority of Level 6 modules will conform to the lecture, seminar and tutorial structure to impart core ideas within relevant subject discourse and support learning development and consolidation. However, the ‘Dissertation/Project Module’ will require a more independent style of teaching of learning and thus, individual project supervision is key to student progression. Advanced Research, Digital and Subject Skills workshops have also been designed to support the various stages and checkpoints of learning within this module. Assessment for the module ‘Apocalyptic Futures: Writing in the 21st Century’ is supported by a technical workshop on how to produce narrative using Artificial Intelligence.</p> <p>The module ‘Evolution of Irish Theatre’ is based on a bi-weekly workshop model that offers students the opportunity to engage with and learn from industry experts, where possible.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	Assessment methods include creative design, digital curation, close reading, extended writing, reviews and original thinking and are designed to test for subject specific graduate attributes such as creativity, originality, problem solving and project management.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Formulate and articulate advanced commentary on the impact of specific discourse within its contextual setting.</p> <p>B2: Devise, sustain and consolidate ideas that are central to the promotion of understanding within specific subject discourse.</p> <p>B3: Recognise the limitations and boundaries of knowledge discourse and offer informed solutions to this.</p>	<p>Independent study hours will be of importance during Level 6 learning as students will need time to plan, research and craft their ideas and methods under guidance from staff.</p> <p>Dissertation/Project supervision, skills workshops and tutorial support will scaffold learning as students become more independent in the management of their scholarly activities.</p> <p>Key skills, appropriate to the level of study, are captured in assessment methods: robust and articulate arguments supported by evidence will be drawn from dissertation research and writing, essays, close reading and</p>

3B. Cognitive skills	
	reviews.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Exercise initiative and personal responsibility for learning.</p> <p>C2: Independently source, research, plan and manage output to professional academic standards.</p> <p>C3: Frame research within appropriate conceptual and contextual settings.</p>	<p>Students will be assisted through supervisory meetings and tutorials to help support their research plans and progress for both subject specific and dissertation modules. Research skills workshops will be of help here too in guiding students to manage their project and timelines.</p> <p>Formative assessments, during seminars and supervisions, such as drafts of work can support planning whilst summative assessments require students to use independent judgement to source, plan and deliver work.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Utilise a suite of creative, critical and professional skills to offer informed solutions/responses to complex issues.</p> <p>D2: Rationalise and reflect on intellectual decisions.</p> <p>D3: Critically articulate complex ideas.</p>	<p>Level 6 is an opportunity for students to incorporate and consolidate their knowledge and skills but also offers a space for more enhanced transferable skills such as creative solutions, communication, project management etc. Assessments are designed to test for these and students will be supported through supervision, seminars and tutorials to hone these skills.</p>

[BA (Hons) in English Literature and Modern History: 360 credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Optionality: Curriculum

Whilst all modules on the programme, and their components of teaching and learning such as lectures, seminars and module tutorials, are compulsory, based on smaller class sizes and teaching teams compared to an equivalent full-time university programme, the course team have embedded optionality within the student experience through:

1. Project based learning: students are exposed early in programme (Level 4) to project work which afford students the opportunity to select, design, plan and execute topics of interest.
2. Assessment choices: the majority of modules offer students the opportunity to make choices about their specific assessment topic or even allow for creating their own
3. Contribution to the enhanced curricular programme: this aspect of the programme is voluntary, but students can swap an element of assessment in a compulsory module and complete an alternative assessment if they choose to make a significant contribution to any of the enhanced curricular initiatives (see details below)
4. Alternative Level 6 capstone: the Dissertation/Project Module offers students the choice to complete either a traditional research-based dissertation or a project that draws on their creative and practical skills.

Optionality: Enhanced Curriculum

Several critics have long argued that the fostering of a strong institutional culture is vital to a higher education programme: 'Institutional culture matters in higher education, and universities and colleges commonly express the need to strengthen their culture. A strong culture is perceived, correctly so, to engender a sense of connectedness between and among the varied constituents associated with a campus.' (Toma, Dubrow and Hartley,

2005). Thus, the current course team have worked diligently in recent years to develop the arts and humanities student experience at the college by creating and sustaining enhanced curriculum (see Appendix 1 for Programme Specification for examples and critical support for these initiatives and Section 9 in Background Document – Case Study).

In partnership with students and guided by QAA ‘Advice and Guidance’ (2018) recommendations, which addresses the need to ‘inspire enthusiasm for the subject’ (QAA 2015) a suite of projects is offered for students to engage in which include:

- Annual ICAS (Interdisciplinary Conference in Arts and Science) conference from 2015
- Southern Nights Pop-Up Events Initiative
- VIP Research Projects
- Writers’ Festival
- Specialist Reading Groups

This enhanced provision has resulted in the most recent reportable NSS data achieving a 100% overall student satisfaction rating for the programme with 97.4% expressing satisfaction for ‘Learning Opportunities’ and 100% rating on the survey heading ‘Staff value students’ views and opinions about the course’ and the enhanced curriculum was designed as response to student views and consideration for their experience and emerging skills readiness for employment.

Students who engage with the organisation and managing of these projects offer a significant amount of effort on top of their studies. Thus, to reward student contribution, we propose that we embed a similar feature to our current provision which is housed under all Level 4 and 5 modules. Through an open call to students, and following the guidelines below, students could:

- contribute to one enhanced curriculum event or a VIP project in the duration of their studies
- exchange one written component of assessment up to a maximum of 50% grade weighting for a 2000-word reflective journal
- No group work can be exchanged
- providing QAA subject benchmarks are met through either their remaining assessment components or through their chosen project.
- The staff member leading the project would be responsible for mapping the benchmarks and grading the reflective journal.

- An open call for students would be published on the course's Canvas pages and via email.

For example:

Student A Level 4 could exchange Coursework 2 on Literary and Cultural Theory module, an essay worth 50%, for contribution to ICAS conference.

Student B Level 5 could exchange Coursework 2 on Communism in the 20th Century module, an essay worth 50%, for contribution to a VIP project.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Students and their learning are supported in several ways:

- A comprehensive induction programme for new students takes place on commencement of the course.
- Student handbooks and module booklets are made available and signposted to students during induction and available on Canvas for students to reference throughout the course duration.
- Timetabled tutorial sessions on a weekly basis will be provided for all students with an experienced course tutor who will offer support for students.
- Access for students to the Course Director and academic staff through an 'office hours' system.
- Student representation on course committee.
- Opportunity to address general concerns through regular scheduled staff / student consultative committee meetings and online surveys.
- Facilities and assistance offered by the library and computer services.
- Student e-mail accounts, college app and full access to the college's VLE (Canvas) which is further supplemented by MS Teams for synchronous teaching and learning activities and communication.
- College's email systems are accessible for students to contact tutors for support and advice in and out of office hours.

- Student services provide help in the field of health, counselling and guidance, careers, finance and special needs, direct access to these services at all times through online sites.
- Placement co-ordinator provides careers advice and the preparation for Work-based Learning.
- The Colleges have protocols for assessment of and provision for students with disabilities.
- Assignment of students to a year tutor for pastoral and studies advice.
- Dissertation supervisor assigned to support students on an individual basis for this module.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Specific requirements for course application must satisfy the Open University's general entry requirements listed below and in addition, have achieved English Language Grade C or equivalent such as the Northern Ireland Essential Skills Level 2 in Communication.

- UCAS tariff score of 64 or above is desired for entry to this programme which can be gained through:
- successful completion of a BTEC Extended Diploma/Diploma/Sub Diploma/Certificate in a related Arts, Humanities or Media subject.
- successful completion of A2 A- Level study.
- Access Diploma
- equivalent qualifications such as Scottish Certificate of Education or International Baccalaureate, a European Baccalaureate, Irish Leaving Certificate
- Entry can also be made from national certificate/diploma, NVQs or by the College's policy relating to APEL (Accreditation of Prior Experience and Learning).

All applications will be individually considered.

Any applicant claiming APEL must complete the Accreditation of Prior Learning application and note that the process is only open to Levels 4 and 5 entry points. The Course Director will act as the APEL advisor and provide applicants with information on the following:

- the entry requirements for the programme
- the generic outcomes of the programme
- a comprehensive skill required
- the University graduate qualities

Applicants applying for entry onto the programme via the APEL route must present a comprehensive portfolio that clearly demonstrates learning that equates with the programme entry requirements as previously outlined. The OU (Open University) will be involved in this process prior to registration. The APEL route will comprise of a transparent, rigorous, clear, and concise guidance materials aligned to the UK Quality Code requirements to ensure consistency in the portfolio as evidence of prior learning. All evidence submitted must be authentic, current, reliable, sufficient, and valid.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA)

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning

All HE programmes at SRC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2022/2023) the following processes are in place:

- Cross marking, internal verification and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers learner feedback from each module.
- Learner/staff consultative meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Annual Course Review procedures consider quantitative and qualitative feedback from each course within a subject area.
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College annually complete the OU course review & evaluation documentation if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered, and SRC/OU reporting mechanisms are followed.
- Learner performance data and career progression is annually monitored.
- Student progress reviews offering opportunities for support from staff team and Curriculum Area Manager

All team/staff members are required to attend programme specific team meetings during the year, with pre-set agendas, and the Course Directors must attend Higher Education Committee Meetings, which consider quality management.

11. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Level	Study module/unit	Programme outcomes																				
		A1	A2	A3																		
6	Dissertation/Project Module	X	X																			
	Making Money is Good: The Making of Modern China	X	X																			
	Apocalyptic Futures: Writing in the 21 st Century	X	X																			
	The Irish Identity in the 21st Century		X	X																		
	The Evolution of Irish Theatre: Resistant Voices from the Stage		X	X																		

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
6																										

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.