

BA (Hons) Modern History with English Literature Programme Specification

Joint honours degrees enable learners to study two disciplines in one degree programme. Consequently, they are an ideal way to develop a varied skillset that can be applied across a broad range of sectors, including postgraduate research. Moreover, fast-track degrees provide learners with enhanced time-management and problem-solving capabilities whilst offering the chance to save money on tuition fees and enter the employment market a year earlier than their peers. The fast-track Joint Honours Degree programme at University Centre Farnborough enables learners to explore the interdisciplinary links and value of two subjects from Criminology, English Literature, Modern History, Psychology and Sociology. On their chosen programme of study, learners will gain an enhanced understanding of a range of key issues, approaches, theories and debates in their two disciplines. Learners will choose to major in one of their subjects during level four and produce a dissertation in their chosen field at level six.

The BA (Hons) Modern History with English Literature degree provides learners with a comprehensive understanding of the way people have lived, acted and thought in a variety of chronological and geographic contexts from 1750 to the present. Learners will also critically assess continuity, change, cause and consequence in relation to a range of historical topics. Furthermore, they will obtain a sophisticated knowledge of key literary genres from a rich variety of chronological and geographical contexts. Learners will assess and apply a range of theories in English Literature as they gain a critical understanding of the complexities of texts and other cultural modes of expression.

The Modern History with English Literature programme provides learners with the skills required to locate, retrieve, synthesise and critically evaluate a range of primary and secondary data. Content in both disciplines equips learners with the ability to apply a range of theoretical approaches - in addition to qualitative and quantitative research methods - to their work. As they progress through the degree, learners develop independent research skills and the capacity to think creatively and with intellectual integrity. Important contemporary issues, including gender, sexuality, race and environmental sustainability, are embedded in core content for both subjects, thus encouraging a critical understanding of the utility of each discipline's role in twenty-first century society. Upon completion of the degree, learners will possess a substantial understanding of the value of transdisciplinary study, having analysed common approaches and methods that unite their disciplines, including Marxist, postmodern, gendered, 'queer', postcolonial and environmental theories. Learners on this combination will apply literary and historical perspectives to investigate specific topics and themes, including the 'Condition of England' question, gender and sexual identity, slavery, imperialism and the digital humanities. Moreover, they will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BA (Hons)	
Programme title:	BA (Hons) Modern History with English Literature	
Subsidiary award(s) and title(s):	Award	Title
	Cert HE	Modern History with English Literature
	Dip HE	Modern History with English Literature

	BA (Ord)	Modern History with English Literature
FHEQ Level:	Level 6	
Credits:	360	
ECTS credits:	180	
Name of Professional, Statutory or Regulatory Body (PSRB):		
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>
Start date (date/month/year):	September 2024	
End date (date/month/year):	July 2026	
Length of programme in months:	21	
QAA Subject benchmark statement (if applicable):	History (2022) and English (2023)	
Other internal and/or external reference points:		
Faculty and Department/School:	Faculty of Adult, A Levels and Professional Early Years Development (AAP)	
Programme Leader:	Flo Stock	
Educational aims of the programme:		
1. Provide learners with a substantial knowledge of how people have lived, acted and thought in multiple geographical and chronological contexts in the Modern era (1750-present).		
2. Encourage learners to critically assess continuity, change, cause and consequence in the Modern period.		
3. Develop learners' capacity to critically analyse different types of primary source and critique competing historiographical interpretations of numerous topics.		
4. Introduce learners to the range of approaches and research methods that are available to historians and encourage them to critically evaluate their application.		
5. Encourage learners to engage in close reading, critical thinking, writing and editing.		
6. Equip learners with a critical understanding of the complexities of texts and other modes of cultural expression.		

7. Furnish learners with an understanding of the importance of authorship and readership in literature and an ability to critically assess a range of theories in English literature.
8. Provide learners with a comprehensive knowledge of a range of literary genres derived from multiple chronological and geographical contexts.
9. Develop learners' written and verbal communication skills, including awareness of appropriate citation and referencing conventions.
10. Provide learners with a detailed understanding of the importance of adhering to correct research processes and ethical regulations in Modern History and English Literature.
11. Provide learners with the opportunity to engage in extended tasks that involve the independent locating, gathering, synthesising and critical assessment of a range of primary and secondary sources of information.
12. Deliver skills for lifelong learning, including digital literacy, numeracy, empathy, independence of thought, intellectual creativity and the ability to work as part of a team.
13. Provide learners with a comprehensive understanding of the valuable skills obtained through an interdisciplinary degree and how they be applied to a range of employment and postgraduate research opportunities.
14. Enable learners to gain a comprehensive understanding of the role of Modern History and English Literature in contemporary society.

Programme learning outcomes:

	K	C	P	T	Optional Ref	BA (Hons)	BA (Ord)	Dip HE	Cert HE
KH1. Understanding of the limitations of historical knowledge and, consequently, awareness of the importance of reaching sound, evidence-based, conclusions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH2. Knowledge of how and where to access a range of textual, visual, material and oral primary sources available to historians.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH3. Understanding of continuity and change over extended time spans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH4. Knowledge of different interpretations of history and historical knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH5. Awareness of the importance of geographic, cultural and chronological context in shaping the way people have lived, thought and acted in the past.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KH6. Thorough knowledge of a variety of approaches and research methods that can be used to understand and interpret the past.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KH7. Detailed understanding of the ethical dimensions of historical research and the responsibilities that arise from producing and reusing historical scholarship.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KH8. Thorough awareness of the complexity and diversity of individuals, events and cultures during the modern era and,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

consequently, the importance of treating the historical record with sensitivity and empathy.									
KH9. Comprehensive understanding of a substantial body of historical knowledge derived from a range of chronological and geographic contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KH10. Sophisticated understanding of how historical knowledge can be applied to tackle contemporary global issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KE1. Understanding of the technique of close reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE2. Knowledge of the stylistic, expressive, formal and rhetorical properties of texts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE3. Awareness of the role of readers in shaping texts and the role of texts in shaping readers' responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE4. Knowledge of a range of principal literary genres across prose, poetry and drama, including pre-1800 texts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE5. Understanding of the processes of writing, editing and reviewing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE6. Detailed knowledge of the social, historical and cultural contexts behind the composition and production of texts, in addition to the history of their reception and modes of dissemination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE7. Understanding of the plurality of meanings that can be produced from interpreting texts and the ability to recognise the uses of ambiguity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE8. Thorough knowledge of multiple perspectives of literature, from past to present, and regional to global.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE9. Comprehensive awareness of the interconnectedness between literary texts and other forms of expression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KE10. An advanced critical understanding of complex texts and ideas and their historical relations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CH1. Ability to examine the value and reliability of primary sources by considering issues surrounding genre, content, purpose and perspective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CH2. Capacity to identify and discuss strengths and weaknesses in secondary interpretations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CH3. The ability to use relevant historical evidence to create a balanced argument about the impact of individuals, groups and events.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CH4. Demonstrate analytical skills & problem-solving capacities when dealing with complex historical problems where there is no single solution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH5. The ability to identify and evaluate competing historiographical perspectives, concepts, methods and approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH6. Demonstrate intellectual independence and creativity to formulate, pose and answer cogent historical questions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH7. The ability to sustain and defend convincing arguments in the face of competing accounts and amend perspectives where appropriate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CH8. Demonstrate the capacity to synthesise and critically evaluate primary and secondary sources in a range of assessment methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CH9. Capacity to critically evaluate the role and potential impact of historical knowledge in the present.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CH10. Ability to judiciously apply different research methods and approaches and critically evaluate their utility.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CE1. Ability to deploy close reading techniques and reflect on the acts of reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE2. Capacity to analyse literature and other cultural artefacts from a range of genres of different periods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE3. Ability to understand and incorporate secondary criticism to construct coherent and persuasive arguments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE4. Engage with critical debates and demonstrate the ability to establish a clear position.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE5. Ability to apply new literary perspectives to question the neutrality of dominant approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE6. Ability to apply critical, theoretical, linguistic and stylistic concepts and terminology to the analysis of literary texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE7. Demonstrate creativity to form independent and imaginative interpretations of literary and critical material.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE8. Ability to evaluate the basis and value of critical interpretations and negotiate disagreement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CE9. Demonstrate rigour and precision in the use and evaluation of data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CE10. Capacity to critically evaluate literary and linguistic forms, as well as other cultural artefacts, to develop incisive, original observations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P1. Apply appropriate scholarly bibliographic, referencing and citation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P2. Show awareness of the ethical, practical and legal issues that arise from the storage, processing and reuse of others' research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P3. Use different hardware and software in research and draw on a range of techniques for interpreting and analysing quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P4. Retrieve and organise information found in a range of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P5. Exhibit insight and creativity to formulate and pursue clearly defined questions and enquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P6. Identify, gather, organise, synthesise and deploy evidence to support arguments in a range of assessments, including extended research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T1. Exhibit structure, coherence and clarity of oral and written expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T2. Demonstrate digital literacy through the use of online databases and analytic software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T3. Work collaboratively and independently, demonstrating flexibility, initiative and time-management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T4. Show awareness of how subject-specific skills can be applied to future career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T5. Show intellectual maturity, integrity and independence to reflect on progress and make use of feedback provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6. Demonstrate project management skills to disseminate research findings to peers and supervisors, tailoring communication according to different audiences' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module diet:									
FHEQ Level 4: potential awards – Cert HE									

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4101	Academic Skills	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
COM4102	Contemporary Issues	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4101	Understanding the Past	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4102	Gender and Sexuality in Twentieth-Century Britain	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4103	Russia, 1905-1917: From Tsarism to Bolshevism	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4101	The Novel Genre: Narrative, Cultural and Historical Context	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4102	Poetic Language	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4103	Introduction to Critical Theory	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		No optional modules at Level 4			
FHEQ Level 5: Potential awards – Dip HE					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
HIS5104	Researching the Past	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5105	Slavery and Race in Post-Revolutionary America, 1775-1832	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5106	Industrialisation and Political Reform in Britain, c.1750-1848	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5107	Fascism in the Twentieth Century	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5104	Victorian Literature	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5105	The Romantics	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5106	The Long Eighteenth Century	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5107	Early Modern Writing	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		No optional modules at Level 5			
FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)					

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
JHS6101 (H)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6108	Public History	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6109	Victorian Social and Political Thought	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6110	Radical Histories from Below	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6108	20 th Century Literature Studies: 1890-1945	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6109	Gender and Literature	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6110	20 th Century Literature Studies: 1945-Present	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

Learners must complete all compulsory units and two of the three optional modules in their minor subject.

Other Information:

The school/department of AAP / Joint Honours Degree programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. The Modern History with English Literature combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:

Employability:

The Joint Honours Degree programme is committed to providing learners with the knowledge, cognitive, practical and transferable skills required to prosper in the twenty-first century economy. Content on all combinations is designed to bolster learners' employability in line with 'Enterprise and Entrepreneurship' education statements in all QAA benchmarks. All assessment methods develop learners' ability to critically assess complex topics and prepare them with the comprehensive understanding required to tackle real-world issues in post-graduation employment. The diversity of summative methods provides learners with additional transferable skills. For instance, verbal presentations encourage learners to develop their oral communication skills and actively engage in the peer review process. Group presentations are also utilised as part of formative assessment in all disciplines. These encourage collaboration, peer-reviewing and critical reflection skills that enhance learners' employability.

The use of non-traditional assessment methods such as vlogs, blogs and academic leaflets enables learners to demonstrate creativity, digital literacy and the capacity to convey knowledge and theories to non-academic audiences. Timed examinations, meanwhile, require learners to problem-solve in pressurised environments and exercise their cognitive abilities to reach judicious conclusions. Essays, case studies, reports and reviews equip learners with the ability to synthesise primary and secondary data to create balanced and evidence-based arguments that offer solutions to complex topics. Learners will demonstrate an

advanced capacity to locate, gather, synthesise and critically evaluate a range of data during level six, when they produce an extended piece of independent research in their major discipline. The dissertation process also requires learners to demonstrate advanced project management skills and the ability to learn autonomously whilst engaging constructively with supervision. Completing this variety of assessment methods within the context of a fast-track degree provides learners with enhanced time-management skills and demonstrates their capacity to prioritise tasks. This range of attributes prepares them for a variety of employment opportunities, as well as postgraduate research.

Employability is directly addressed in the shared level four 'Contemporary Issues' unit. Learners will demonstrate a clear awareness of the value of transdisciplinary scholarship for their future aspirations in a Personal Development Plan that is submitted for the second unit assignment. This knowledge is supplemented by 'Academic Skills', which furnishes learners with an early understanding of the professional and ethical requirements of undergraduate scholarship.

Module content in the Modern History with English Literature combination further enhances learners' employability. Learners in Modern History combinations assess the historic underpinnings of important contemporary themes - including class, gender, sexuality, race, political ideology, and the environment - in a range of chronological and geographical contexts. Investigating these topics ensures that learners obtain the knowledge and critical thinking skills required to work in industries where understanding of current issues is pivotal, including policy making, social research and public service. Equally, learners gain an awareness of the development and impact of historical research in theory-based modules like 'Understanding the Past', 'Researching the Past' and 'Public History'. This understanding - allied with knowledge of the ethical requirements of historical scholarship - is pivotal for postgraduate research and employment in sectors closely connected to the discipline, such as the heritage and conservation industries.

Employability is embedded in content throughout Modern History modules. Introductory lessons in the level four 'Understanding the Past' unit inform learners of the various careers historical knowledge and skills can be applied to. Other level four units encourage learners to develop key subject skills, including primary source analysis, contextual knowledge and awareness of competing historiographical interpretations. During level five, learners enhance these attributes and their independent research skills in preparation for a greater level of autonomous work in level six and following graduation. This includes producing an independent research proposal in 'Researching the Past' and identifying key individuals and events to evaluate in summative assessments for 'Slavery and Race in Post-Revolutionary America' and 'Industrialisation and Political Reform'.

Employability is a core element of the level six 'Public History' unit. Module content encourages learners to assess the work of local heritage organisations, including Surrey History Centre and Farnborough Air Science Trust, as well as national and international institutions like the UK National Archives and UNESCO. Learners will complete a local landmark-finding task set by Farnborough Air Science Trust as part of formative assessment methods prior to the submission of summative assignment one. Learners also critically evaluate the uses and potential impact of historical skills and knowledge in the present as part of the first module assignment. This prepares them for work in related sectors and provides an opportunity to demonstrate the broader importance of historical understanding across the economy. Independent working skills are further enhanced in 'Radical Histories from Below' and 'Victorian Social and Political Thought'. In both modules learners will independently select topics, themes and individuals to critically assess in summative assignments.

The discursive nature of Modern History lessons at University Centre Farnborough fosters team-working skills that are highly valued across employment sectors. Group work is a core part of seminar sessions and formative assessment for all units. This promotes the ability to negotiate differences, allocate and adapt to new roles, and participate in constructive problem solving, all of which are valued attributes in a range of industries. Learners' ability to collaborate with their peers is formally assessed in group presentations delivered for the second assignment in the level four 'Gender and Sexuality in Twentieth-Century Britain' module.

The study of English Literature enhances the critical, creative and interpretive thinking that is essential for enterprise, entrepreneurship and employability. Through developing independent and persuasive interpretations of literary and critical materials, learners acquire the ability to communicate clearly and effectively, producing arguments which engage and inform others. In addition, learners collaborate with their peers to discuss and resolve challenges through textual analysis, enhancing their ability to work with and respond to others, as well as to act with integrity and professionalism. The emphasis on close reading, analysis and the application of scholarly research and bibliographic skills within all modules ensures that graduates are well equipped for roles within teaching and research, as well as a wider range of professional settings. Equally, awareness of the historical and contemporary conventions of literature equips learners with an understanding of a range of cultures and perspectives that can help cultivate an awareness of - and empathy with - the diversity of the outside world. This is applicable to a range of roles in public service and policy making.

English Literature fosters creative thought. This is actively encouraged by the diversity of assessment methods employed by the UCF programme. Verbal assignments - including vlogs and oral presentations - and digital blogs, for instance, encourage learners to express creativity through a range of alternative methods. This creativity and awareness of core elements of the digital humanities is applicable to related fields, including creative writing, editing and publishing. More conventional modes of assessment like essays and critical commentaries also embed the engaging and persuasive ethos of the discipline, thus encouraging the incremental growth of independent thought, innovation and problem-solving capacities. Such skills are fundamental in public policy and diplomatic work, as well as literary fields like the media.

Digital capabilities:

All subject combinations on the Joint Honours Degree programme place emphasis on strengthening learners' digital capabilities. From the earliest levels of study, learners are introduced to appropriate digital databases and search engines that can be used to source relevant primary and secondary data. These skills are strengthened in level five units in preparation for level six dissertations and the increased independent research skills that are expected of graduates in the Humanities. Assessment methods used across all combinations are, equally, designed to enhance learners' digital skills. Thus, creative assignments such as academic leaflets, blogs and vlogs all require learners to demonstrate digital literacy and communication skills. Similarly, verbal presentations are expected to be accompanied by professional use of appropriate digital software, including Microsoft PowerPoint and Sway.

The shared level four 'Contemporary Issues' unit encourages learners to examine the impact of digital technology – including Artificial Intelligence – from the perspective of their two disciplines. This provides learners with a background knowledge of the digital humanities and social sciences that will be developed as they progress on their chosen combination.

The Modern History with English Literature combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. Learners receive guidance about how to access primary and academic secondary sources from appropriate British and international digital databases during level four Modern History units. Moreover, the second assignment in the level four 'Understanding the Past' module provides learners with an opportunity to reflect on the advantages and difficulties posed by digital archive collections. Consequently, learners are encouraged to examine core elements of 'digital history' at an early stage of the degree. These skills are stretched during level five, when learners are required to access, transcribe and interpret digital sources in the 'Slavery and Race in Post-Revolutionary America' unit. Utilising the Library of Virginia's 'African American Narrative Digital Collection' enables learners to engage with crowdfunded online projects, thus enhancing their digital skills and encouraging interaction with public history initiatives. Other level five and six modules require similar engagement with digitalised primary source collections, ensuring that learners are consistently building their capabilities throughout the degree.

Learners analyse the important role of digital databases and technologies - including Geographic Information Systems - in the fields of oral, spatial and quantitative history during the 'Researching the Past' level five module. Equally, lessons are dedicated to the growing field of digital history and its potential to revolutionise the production and reception of historical scholarship. Topics covered in the analysis of digital history include the impact of Artificial Intelligence and the growing importance of 'born digital' sources and social media in researching and disseminating historical scholarship.

The importance of digital technology - including Virtual Reality, the internet and Artificial Intelligence - in facilitating engagement between historians and the public is critically assessed in the level six 'Public History' unit. This includes analysing how historians and public history institutions are utilising social media to encourage greater interaction with a more diverse population than have traditionally engaged with their work. Learners, too, consider the issues digital technology poses to historical 'knowledge' and scholarship in the public domain in a lesson dedicated to 'digital public history'. This consistent coverage ensures that learners finish the programme with a comprehensive understanding of the centrality of digital technology in historical scholarship. Awareness of this important area enhances their employability in both academic and non-academic contexts.

English Literature learners' digital capabilities are consistently assessed during the degree. Indeed, the first summative assessment submitted by learners at level four is a 500-word blog commentary concerning the historic, thematic and formal contexts of poetry in the 'Poetic Language' module. Thereafter, learners produce a blog for formative assessment in 'The Novel Genre' and utilise digital software to produce essays, presentations, academic leaflets and vlogs, thus gaining a range of attributes that contribute towards the attainment of digital literacy and greater transferable skills. In the level five 'Long Eighteenth Century' unit, moreover, learners demonstrate digital skills when presenting a Sutori timeline for formative assessment.

Throughout their course, learners are encouraged - and increasingly required - to access critical secondary interpretations from academic databases such as JSTOR, Taylor and Francis and Wiley Online. Learners utilise the hyper-concordance database offered by the Victorian Literary Studies Archive to decode nineteenth-century texts during their level five studies. Doing so provides them with a specialist opportunity to utilise digital technology to produce quantitative data about key texts. This range of tasks contributes to learners gaining a thorough grounding in the digital humanities and a detailed understanding of the increasing importance of technology to the study of English Literature.

More broadly, content in modules considers how technological advances have been conceptualised in literature. For instance, in the 'Critical Theory' level four unit, learners engage with the works of H. G. Wells, including *The Time Machine*. Similarly, critical assessment of media and technology in '20th Century Literature: 1945-present' involves examination of conventions that have been affected by advancements in digital technology. These themes are also explored in the work of George Orwell.

Global and Cultural capabilities:

Content across all disciplines and combinations reflects the Joint Honours Degree programme's ongoing commitment to decolonising the curriculum. This includes recognising that academia has traditionally marginalised the voices of underrepresented groups in favour of white, wealthy, Western male perspectives. Thus, content in all combinations seeks to explore topics such as gender, sexuality, race and class across a range of global and chronological contexts. Reading lists, lesson content and imagery disseminated to learners are regularly reviewed and updated to ensure that learners engage with a diverse range of primary and secondary voices, images and theories.

The engaging, discursive, nature of lessons at UCF means learners consistently contribute to and, increasingly, lead seminar discussions. This empowers learners to have a direct impact on the nature of the curriculum and ensures that diverse practices are upheld at an institutional level. The collaborative environment fostered at UCF enhances learners' capacity to contribute their perspectives whilst responding empathetically and constructively to those of their peers. This understanding of a diverse range of views encourages tolerance and prepares learners to become active and empathetic citizens of the world upon their graduation.

Global and cultural capabilities are central to the Modern History with English Literature combination. Content in Modern History units introduces learners to a variety of cultural topics situated in a range of geographical and chronological contexts. By nature, History is an uncomfortable subject, touching repeatedly on sensitive topics like inequality, race, gender, sexuality and environmental harm. Course content offers learners the opportunity to apply a broad range of approaches to understand and interpret these themes. Approaches include postcolonial, gender and environmental histories, in addition to the histories of emotion and sexuality. Most of these methods are introduced to learners at level four before being assessed and applied in greater depth at later stages of the degree.

Historical scholarship has often prioritised the voices of certain social groups and individuals over others. To recognise and redress this imbalance, Modern History learners assess the diverse ways people have lived, acted and thought across a range of local, national and international contexts. Internationally focused modules such as 'Russia from Tsarism to Bolshevism', 'Slavery and Race in Post-Revolutionary America', 'Fascism in the Twentieth Century' and 'Radical Histories from Below' are particularly relevant in this regard, with learners consistently analysing the experiences, agency and impact of marginalised ethnic and religious groups. The gendered and sexual dimensions of slavery, fascist ideology and social activism are also evaluated in these units. Modules focusing on British history add to learners' global and cultural capabilities by placing content in an international context. In 'Gender and Sexuality in Twentieth-Century Britain', learners consider changing perceptions of femininity and masculinity between the two World Wars and analyse their impact on women's work and pay. Unit content also examines how ideas surrounding sexuality changed and affected people's lives, with particular attention being placed on the impact of the Sexual Offences Act (1967) and HIV/AIDS crisis of the 1980s. Additionally, learners examine how race, gender and sexuality intersected

when exploring the impact of the Gay Liberation Front and Women's Liberation Movement. Level five and six modules concerning 'Industrialisation and Political Reform' and 'Victorian and Social Political Thought', meanwhile, investigate the emergence of women's political activism through the work of Mary Wollstonecraft, Annie Besant and the Manchester Female Reform Society. Ideas surrounding Empire are critically evaluated in 'Victorian Social and Political Thought', while the role of Black radicals like William Davidson and William Cuffay in the Spenceans and Chartists is assessed in 'Industrialisation and Political Reform'. Olaudah Equiano and Mary Prince's influence in the abolition of slavery is analysed in later lessons of the level five unit.

Theoretical modules endeavour to enhance learners' global and cultural awareness. Learners engage with the way history has been written and utilised in Ancient, Arabic and Far Eastern cultures in 'Understanding the Past' and examine a range of voices associated with independence movements within the British Empire in case studies later in the unit. Postcolonial historiography is introduced to learners in these lessons to enhance the range of approaches they can apply to subsequent work. Detailed assessments of environmental and global history in the level five 'Researching the Past' module further encourage learners to investigate - and evaluate - the past from non-western perspectives. Learners will also consider how oral and spatial history projects have sought to recover the experiences and agency of marginalised communities in different global settings.

In the level six 'Public History' module, learners critically assess the way people around the world engage with history through a range of cultural mediums, including museums, archives, films, television programmes and social media. Case studies include the way slavery and genocide have been memorialised in Cambodia, Germany, Rwanda and Senegal. Moreover, indicative content about the uses of historical knowledge critically evaluates the impact of apologies delivered to the Australian 'Stolen Generations' and assesses the legacy of Truth and Reconciliation Committees in South Africa and Latin America. Learners are encouraged to critique contemporary debates about decolonising and de-gendering public spaces and interact with scholarship produced by public historians from around the world through edited collections, including Paul Ashton & Alex Trapeznik's *What is Public History Globally?*

The process of decolonising History extends far beyond studying the past in a range of geographical contexts. Consequently, learners are informed of appropriate academic terminology at the start of modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. This encourages academic integrity and empathy, as well as enhanced cultural awareness. Equally, learners engage with a diverse range of secondary voices and interpretations across all levels of study. For instance, learners in the level four 'Russia from Tsarism to Bolshevism' module consult work by Mustafa Tuna and Antony Polonsky concerning the persecution and agency of Muslim and Jewish populations within the Russian Empire. Similarly, postcolonial and global interpretations of fascism are analysed as part of the 'What is Fascism' debate in the level five 'Fascism in the Twentieth Century' module. This encourages learners to challenge the traditional Eurocentric nature of fascism historiography.

The works of Hakim Adi and David Olusoga are employed in level four and five modules to highlight the under-researched role of Black and Asian people in nineteenth-century British radicalism and the British civil rights movement of the 1960s and 1970s. Academic publications produced by African American scholars such as Stephanie Rogers-Jones, Dianne Berry, Julian Boyd and Thomas H. Holt are also frequently used to assess key themes in modules concerning 'Slavery and Race in Post-Revolutionary America' and 'Radical Histories from Below'. Learners will gain a detailed understanding of how African American historians have challenged established interpretations of American history through evaluating this historiography. Utilising the works of Berry and Boyd provides learners with the additional opportunity to engage with activist scholarship from those involved in the struggle for civil rights. Similarly, learners

will use historical research produced by women's rights activists like Amira Wilson, Lindsey German and Sheila Rowbotham in the level four 'Gender and Sexuality in Twentieth Century Britain' unit.

UCF English Literature modules provide learners with a detailed awareness of the richness of human diversity and the ways it has been - and is - expressed in literary form. From early in the programme, emphasis is placed on raising learner awareness of the different forms of cultural expression and the concept of contested narratives. Consequently, learners engage with a range of literary perspectives that span the individual, communal, regional and global. This ensures that a diversity of voices are interacted with from a range of critical perspectives, including feminist, ecocritical and postcolonial methodologies. Such understanding equips learners with the ability to question traditional perspectives that have often reinforced male, wealthy, Eurocentric viewpoints and acted as enablers for the marginalisation of individuals and groups. These critical assessment skills produce empathetic, intellectually curious, thinkers who are equipped to challenge social injustice in the contemporary world.

Learners on an English Literature combination interact with a diverse range of voices from the start of the programme. In 'The Novel Genre', learners gain an introduction to the representation of gender in novels and engage with feminist interpretations through reading work by Virginia Woolf and Jeanette Winterson. Equally, learners analyse racial identity in the writing of Olaudah Equiano and Monica Ali and consider the portrayal of race in Aphra Benn's *Oroonoko*. Cultural perceptions also feature heavily in the 'Poetic Language' unit, where learners consider racial identity in the works of Vahni Capildeo and Linton Kwesi Johnson. Moreover, Barbadian poet Kamau Brathwaite's 'Negus' is analysed to demonstrate linguistically innovative poetry in the post-Second World War era. This knowledge of cultural capabilities is advanced in the 'Introduction to Critical Theory' module, during which learners interact with feminist, postcolonial and 'Queer' theories of literature. This includes reading the postcolonial perspectives of literary critics such as Rajeev S. Patke and Ato Quayson.

Content at level five expands upon these themes. Conceptions of gender are explored through the work of Charlotte Bronte in the 'Victorian Literature' module, while psychosexual subliminality and liminality are analysed in Bram Stoker's *Dracula* and Robert Louis Stevenson's *The Strange Case of Doctor Jekyll and Mister Hyde*. Themes of 'otherness' and imperialism are, equally, evaluated in Conrad's *Heart of Darkness*. To assist their critique of imperialist discourse, learners engage with the postcolonial theory of Edward Said. Colonial narratives and constructs feature heavily in 'The Long Eighteenth Century' unit, with learners critically analysing depictions of imperialism and race in the work of Aphra Benn, Jonathan Swift and Mary Wortley Montagu. Equally, content engages with Black perspectives of colonialism, slavery and race through the narratives of Olaudah Equiano and the poetry of Phyllis Wheatley. Literary constructions of gender in the eighteenth century are detailed through the productions of Mary Astell, Mary Wollstonecraft and Susanna Centlivre. In the 'Early Modern Writing' unit, finally, content analyses questions of class, gender and race in the work of William Shakespeare, John Webster, Emelia Lanier and Margaret Cavendish amongst others.

Feminism and sexuality feature prominently in the level six 'Gender and Literature' unit. Learners are encouraged to critically engage with a range of texts from Sappho's *The Fragments* through to the twentieth-century feminist literature of Angela Carter and Jeannette Winterson. Content explores the way gender, sexuality and race intersected through further exploration of Monica Ali's *Brick Lane*. Depictions of race and Empire are critically evaluated again through Conrad's *Heart of Darkness* in 'Twentieth-Century Literature: 1880-1945', while a more detailed survey of racial identity is provided in 'Twentieth-Century Literature: 1945-present'. Works critically assessed in the later unit include Kamau Braithwaite's 'Negus', Linton Kwesi Johnson's 'Dread Beat and Blood' and 'If a Black Girl Knew' from the twenty-first century spoken-soul poetry-music project Dylema Collective. This ensures that learners explore the expression of

racial identity in contemporary and historical contexts, in addition to multi-modal formats. Urban youth, meanwhile, is explored through Hanif Kureishi's *My Beautiful Laundrette*. Learners' cultural capabilities are further enhanced through the survey of post-Second World War feminist poetry like Wendy Mulford's 'The Bay of Naples' and Judith Kazantzis' 'The Wicked Queen'.

Sustainability:

The UCF Joint Honours Degree programme commits to offering a curriculum that reflects UNESCO's 'Education for Sustainable Development' initiative and provides learners with the knowledge and critical thinking skills to contribute towards global efforts to meet the United Nations' 17 Sustainable Development Goals. All disciplines and combinations place emphasis on using the environment as a theoretical framework for understanding human thoughts and behaviour. This is achieved through the exploration and application of approaches such as green criminology, ecocriticism, environmental history, environmental psychology and environmental sociology. Learners are encouraged to discuss how the knowledge and skills developed from studying their disciplines can be used to address environmental issues and meet sustainable development goals in the level four 'Contemporary Issues' module. Themes like industrialisation, poverty, gender, social inequality and social justice are explored in the unit, thus ensuring that learners are engaging with core elements of the UN's 17 Sustainable Development Goals from an early stage of the programme.

Within each Joint Honours combination, learners are encouraged to consider the interdependent relationship between society and the environment and to examine the impact of structures and behaviours on the ecological crisis. Learners are also introduced to the history of colonialism and encouraged to explore the enduring impact of resource exploitation and its relationship to wider cultural and global inequalities.

The Joint Honours Degree programme is committed to ensuring the long-term sustainability of all its disciplines. Consequently, emphasis is placed on ensuring learners leave the degree with a comprehensive understanding of the value of their subject combination from both an employability and social perspective. Sustainability is further achieved by consistently emphasising the importance of scholarly integrity and ethical research throughout discipline specific and shared units such as 'Contemporary Issues' and 'Academic Skills'. 'Contemporary Issues' contributes to the sustainability of the programme and academia in general by encouraging learners to examine the benefits of applying interdisciplinary methods to the study of current topics.

Studying the Modern History with English Literature combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. The emerging field of environmental history provides an excellent medium through which learners can gain an understanding of humanity's relationship with nature and nature's impact on humanity. Environmental history is introduced to learners during the level four 'Understanding the Past' unit. Learners, too, examine the links between women's rights movements and environmental activism in the 'Gender and Sexuality in Twentieth-Century Britain' module and consider the impact of economic reforms on the Russian environment in 'Russia from Tsarism to Bolshevism'. Moreover, learners investigate the impact of Russia's climate on the Revolutions of March and October 1917.

Learners assess the core elements of environmental history and chart the growth of the approach in more depth in the level five 'Researching the Past' unit. They, too, obtain an understanding of how industrialisation and slavery affected the natural world and assess the impact of the environment on human life in level five thematic modules. This includes analysing how enslaved people in America used the natural landscape to challenge their oppressed status. At level

six, learners critically evaluate the environmental thought of Victorian intellectuals like William Morris and John Ruskin. This facilitates engagement with some of the first eco-critical literature produced in modern Britain. The connections between the American civil rights movement and the emergence of Environmental Justice campaigns in the United States are highlighted in 'Radical Histories from Below', as are the importance of rural and urban environments in the lived experiences of African Americans in the 1950s and 1960s.

In the level six 'Public History' unit, learners critically assess how historical knowledge has been applied to help formulate local, national and international conservation policies and how it might be advantageously deployed to create a sustainable future. This includes evaluating how heritage organisations have engaged with conservation and sustainability initiatives. More generally, the 2022 QAA benchmarks highlight how the critical thinking skills fostered in History degrees can be applied to tackle contemporary issues, including the need to create a more sustainable future. Consequently, the Modern History offering at UCF contributes towards producing graduates with the skills outlined in UNESCO's 'Education for Sustainable Development' framework.

English Literature modules ascribe to the goals of UNESCO's 'Education for Sustainable Development' agenda to create a generation of learners with the critical and collaborative skills required to tackle present and future concerns over the environment and sustainability. Learners are consistently encouraged to engage with ecocritical perspectives in module content. In the level four 'Critical Theory' module, learners are introduced to ecocriticism as an expanding body of ideas within literary theory. In the 'Poetic Language' module, moreover, learners examine how ideas of nature and the pastoral landscape were expressed by George Crabbe, Oliver Goldsmith, Anne Finch and Phyllis Wheatley. Similarly, the relationship between humanity and landscape and the role of stewardship is explored through analysis of Daniel Defoe's *Robinson Crusoe*. This knowledge is expanded through discussion of nature poetry in 'The Long Eighteenth Century' and added to by the concurrent 'Romantics' module, in which learners engage with perceptions of the natural environment in works by authors such as William Blake and Percy Bysshe Shelley. Ecocriticism is explored further in the level six module 'Gender and Literature', in relation to themes of sustainability and conservation in the work of Jeanette Winterson.

Moreover, critically analysing texts produced in a range of global contexts enables learners to comprehend the richness of linguistic and cultural diversity and encourages assessment of the impact of Britain's colonial past on the natural world. These factors provide learners with a mindset that prioritises global citizenship and contributes towards a more sustainable society.

Resourcefulness and Resilience:

The nature of Humanities disciplines means that learners will discuss, debate and critically assess sensitive topics throughout their time on the Joint Honours Degree. These require learners to exhibit resilience, integrity, empathy and understanding in the face of views that contrast with their own. The 'Contemporary Issues' unit at level four is designed to introduce learners to these themes and the core requirements of academic debate and integrity. Learners will also develop resilience and advanced time management skills when organising their workload to meet deadlines on a fast-track degree.

Resourcefulness is equally vital on a fast-track degree. Introductory modules in all disciplines provide learners with guidance about where to access appropriate primary and secondary data. This is replicated throughout the programme to empower learners to expand their reading beyond set module texts. These

attributes become increasingly important from level five, when extra marks are apportioned for independent search and retrieval skills, in addition to evidence of autonomous thought.

All assessment methods used on the degree enable learners to acquire and enhance their resourcefulness and resilience. This is particularly the case with oral presentations, examinations and independent research projects conducted on level five units like 'Researching the Past'. Learners will demonstrate enhanced resourcefulness and resilience when conducting independent dissertation research, during which they will be faced with large bodies of complex and, at times, conflicting evidence. Furthermore, learners will need to exhibit advanced levels of autonomy and planning skills to collate data and use resources – including dissertation supervisors – effectively to complete work for set deadlines. Learner resilience and resourcefulness is strengthened through formal inductions to each level of study. These inductions clearly outline module content in all disciplines and identify expectations of learners during key periods of transition.

The Modern History with English Literature combination enhances learners' resourcefulness and resilience in numerous ways. The importance of primary sources and historiographical awareness mean that learners on a Modern History combination are required to demonstrate resourcefulness throughout the programme, with increasing emphasis being placed on independent search and retrieval skills as their studies progress. Consequently, learners receive guidance about accessing academic sources from reputable archival and digital collections in all level four units. Learners then demonstrate their awareness of the strengths and limitations of physical and digital archives as part of assessment in 'Understanding the Past'. As they progress to level five, learners are graded according to their ability to locate relevant sources beyond recommended reading to prepare them for greater independent research at level six. An advanced level of resourcefulness is particularly important for learners producing a dissertation in Modern History. Consequently, content in the level five 'Researching the Past' unit includes a discussion of archival conventions and an assessment of digitalised projects in Britain and overseas. Learners are encouraged to use the links the programme has established with local archival centres - including Surrey History Centre - to gain experience of using facilities prior to their level six research.

Content throughout Modern History units covers sensitive subjects such as imperialism, child labour, persecution and a range of prejudices relating to gender, sexuality, race and class. Learners will, therefore, develop strategies to increase their resilience in order to analyse these topics in an open and empathetic manner. To assist in this process, learners are provided with guidance on appropriate terminology in modules like 'Gender and Sexuality in Twentieth Century-Britain' and 'Slavery and Race in Post-Revolutionary America'. Learners will also demonstrate resilience and academic integrity when assessing primary and secondary interpretations that present perspectives that contrast with their own. The interactive nature of lessons at UCF plays a key role in developing this resilience by enabling learners to engage with different perceptions of historical themes.

Literature – and English Literature as a discipline – has historically prioritised the voices of some social groups over others. To redress these inequities, content on English Literature modules encourages learners to contextualise and engage critically with these perspectives. Accordingly, learners will be consistently required to demonstrate sensitivity, academic integrity, and resilience in the face of perspectives that differ from their own. This is particularly the case when engaging with literature surrounding race, slavery and imperialism in modules such as 'The Long Eighteenth Century' and 'Victorian Literature'. Other sensitive topics, including 'madness', 'hysteria' and missing mothers, are covered in the 'Gender and Literature' module through the work of Emily Bronte, Charlotte Perkins Gilman and Sylvia Plath.

Learners will also be required to demonstrate resourcefulness and time-management throughout their studies. English Literature is a discipline that requires close reading and critical analysis of texts produced in a range of chronological and cultural contexts. Thus, patience, flexibility and determination are required to navigate the subject's ambiguities. All these attributes culminate in learners gaining a resourceful and resilient mindset that can be transferred to a range of employment sectors. In group discussions and seminars, learners are required to demonstrate flexibility and resilience through listening to others, participating in constructive dialogue and adopting roles and responsibilities within a group.

Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

Programme set up questions

Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A