University of Plymouth

Faculty of Arts and Humanities

School of Humanities and Performing Arts

Programme Specification 2019-20

Award Title and Internal Code

BA (Hons) History
BA (Hons) History Major6
BA (Hons) History Minor

Amended by Minor Change: 5/12/18

1.   BA History

Final award title	**Final award title** • BA Hons History • BA Hons History with English • BA Hons History with Politics • BA Hons History with International Relations • BA Hons English with History The degree classification will be determined from the aggregate of module marks from Levels 4, 5 and 6 (10:30:60 proportion). If a student fails to achieve 120 credits at Level 6 but gains 80, they may be eligible for an *Ordinary Degree*
Level	6
Intermediate award title(s)	On successfully achieving (passing) all 120 credits at Level 4, students are allowed to progress to Level 5. If they withdraw from the programme after successfully completing Level 4, they are eligible for the award of a *Certificate of Higher Education (CertHE).* On successfully achieving (passing) all 120 credits at Level 4 and all 120 credits in Level 5, students are allowed to proceed to the final year of the course. If they withdraw from the programme after the successful completion of Levels 4 and 5, they are eligible for the award of a *Diploma of Higher Education (DipHE).*
Level	4 & 5
Awarding institution	University of Plymouth
Teaching institution	University of Plymouth
Accrediting body	
Appropriate benchmark(s)	QAA History Benchmarks

UCAS/JACS code
- V100 BA Hons History
- V1Q3 Ba Hons History with English
- V1L2 BA Hons History with Politics
- V1LF BA Hons History with International Relations
- Q3V1 BA Hons English with History

2.   Awarding Institution: University of Plymouth

   Teaching institution(s): University of Plymouth

3.   Accrediting body(ies)

   N/A

4.   Distinctive Features of the Programme and the Student Experience

For Single Honours and Major students;

1. The opportunity to study a wide range of periods and geographical contexts e.g. early modern history, military history, South Asian and Imperial history, US history and art history, a breadth that is not always available in the departments of the 'new' universities.
2. Progression across the degree programme to research-informed teaching and learning, with tutors who are specialists, publishing in their field.
3. Seminar work that is grounded in primary sources at all three levels of study, including sources at local records offices and at the National Archives at stages 2 and 3, and the use of web-based and electronic sources. There is also an opportunity for Year 3 students to use the archives of the Roosevelt Centre in the Netherlands.
2. Opportunity for increasing levels of primary research by students in years 2 and 3, culminating in the individually – researched 12,000 word dissertation based on primary sources
4. An open-door policy of staff-student contact, which includes a personal tutorial system that applies a student friendly approach; instant access to tutors if available; designated office hours; appointment by email or phone.
7. A close relationship with local community history through Historical Association and Peninsula Arts activities.
8. Opportunity for field visits as part of the curriculum and for one-year and one-semester exchanges with US and European universities.

For History Minor Students;

1. the Minor pathway allows students to develop their understanding of History by studying a range of different contexts and societies (40 credits a year).
2. Within this, there is the opportunity to study a wide range of periods and geographical contexts eg early modern history, military history, South Asian and Imperial history, US history, a breadth that is not always available in the departments of the 'new' universities.
3. Progression across the degree programme to research-informed teaching and learning, with tutors who are specialists, publishing in their field.
4. Seminar work that is grounded in primary sources at all three levels of study, including sources at local records offices and at the National Archives at stages 2 and 3, and the use of web-based and electronic sources.
5. Opportunity for increasing levels of primary research by students in years 2 and 3.

6. An open-door policy of staff-student contact, which includes a personal tutorial system that applies a student friendly approach; instant access to tutors if available; designated office hours; appointment by email or phone.

7. A close relationship with local community history through Historical Association and Peninsula Arts activities.

8. Opportunity for field visits as part of the curriculum.

5.   Relevant QAA Subject Benchmark Group(s)

- QAA History benchmarks

6.   Programme Structure

- See enclosed module diagrams for History single honours and History major programmes

7.   Programme Aims

History Single Honours and History Major Programmes;

1. To provide students with a knowledge and understanding of the history of a range of continents, power blocks, national and social groups, at different periods of time in the past.

2. To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and contemporary history.

3. To provide students with a detailed and systematic understanding of the theories underpinning historical interpretation and of the nature and function of historical controversy and argument (historiography).

4. To enable students to reach independent judgements based on a consideration of conflicting historical interpretations.

5. To enable students to undertake individual and independent research using primary and secondary sources.

6. To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography

7. To enable students to approach historical problems from a range of multi-disciplinary perspectives: eg historical, literary, anthropological, sociological and gender-based.

8. To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning.

9. To foster values of critical enquire, tolerance and citizenship, appropriate to employment and lifelong learning.

History Minor Pathways;

1. To provide students with a knowledge and understanding of the history of a range of continents, power blocks, national and social groups, at different periods of time in the past.
2. To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and contemporary history.
3. To provide students with an appreciation of the theories underpinning historical interpretation and of the nature and function of historical controversy and argument (historiography).
4. To enable students to reach independent judgements based on a consideration of conflicting historical interpretations.
5. To enable students to undertake research using primary and secondary sources.
6. To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography
7. To encourage students to approach historical problems from a range of multi-disciplinary perspectives.
8. To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning.
9. To foster values of critical enquire, tolerance and citizenship, appropriate to employment and lifelong learning.

8.   Programme Intended Learning Outcomes

8.1.   Knowledge and understanding

On successful completion graduates should have developed:

BA History Single Honours and Major Programmes;
1. Demonstrate a detailed and specialist knowledge of the history of a range of continents, power blocks, nations and social groups.·
2. Develop specialisation in depth of some of the histories of different continents, power blocks, nations and social groups.·
3. Demonstrate a detailed and systematic understanding of theories underpinning historical interpretation, in particular causes of change over time, and the importance of temporal and geographical context for historical events and processes.·
4. Demonstrate a detailed understanding of the function of historical controversy and argument in developing historical understanding.·
5. Show a detailed understanding of the methodology of the nature and uses of primary sources·
6. Show a detailed understanding of the relationship between primary sources and historiography·
7. Analyse critically ethical questions in a specialist historical context.·
8. Understanding of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve

History Minor Pathways;
1. A knowledge of the history of a range of continents, power blocks, nations and social groups.
2. An understanding of theories underpinning historical interpretation, in particular causes of change over time, and the importance of temporal and geographical context for historical events and processes.
3. An understanding of the function of historical controversy and argument in developing historical understanding.
4. An understanding of the methodology of the nature and uses of primary sources.
5. An understanding of the relationship between primary sources and historiography.
6. Ability to approach historical debates from a range of multi-disciplinary perspectives eg literary, anthropological, sociological and gender-based
7. Understanding of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve.

Teaching and learning methods and strategies:
NB the teaching and learning strategies of History are INTEGRATIVE, that is they tackle LOs simultaneously. To separate out one type from another, would be artificial.

Lectures; seminars; group work within seminars and for project work; tutorials and assignment feedback; PDP work and self reflective study; attendance at public history events.

Assessment strategies:
NB A detailed rationale for this can be seen in History Approval Document, Section 7.3, page 17.

As with T&L methods, the assessment modes of history are INTEGRATIVE and tackle a range of skills simultaneously. It is impossible to separate out knowledge from practical skills. Essays; book reviews; document analyses; group projects; individual and group presentations; portfolio compilation; timed assignments e.g. examinations and classroom tests; research and writing of 10,000 word dissertation

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

BA History Single Honours and Major Programmes:
1. Evaluate critically a range of historical opinions and to show knowledge of their development over time.
2. Evaluate critically divergent theories, models and interpretations within a broad framework of historical explanation·
3. Apply knowledge between different historical topics·
4. Synthesise and critically evaluate information, and present the results in sophisticated written form and oral communications.
5. Challenge received conclusions
6. Identify, use and evaluate critically a wide range of primary sources and develop appropriate methodologies for their analysis, in particular to demonstrate the ability to synthesise data, highlighting gaps in the available data and sources.

History Minor Pathways:
1. Ability to identify and organise material from appropriate sources and communicate arguments in a variety of written forms, using academic conventions.
2. Ability to evaluate arguments and received opinions using independent judgment.
3. Ability to communicate effectively in oral presentations
4. Ability to work collaboratively in a group.
5. Ability to work autonomously, locating and assembling information on the subject by their own research.
6. Ability to manage learning resources for the discipline; ability to access a range of sources, both electronic and in print, to support learning.
7. Ability to demonstrate research skills such as identifying key primary and secondary sources.
8. Ability to use IT for information

Teaching and learning methods and strategies:
- Lectures; seminars; group work within seminars and for project work; tutorials and assignment feedback; PDP work and self reflective study; attendance at public history events.
- Assessment strategies:
- Essays; book reviews; document analyses; group projects; individual and group presentations; portfolio compilation; timed assignments eg examinations and classroom tests; research and writing of 12,000 word dissertation.

8.4. Employment related skills

On successful completion graduates should have developed:

BA History Single Honours and Major Programmes:
1. Ability to plan and execute a self-directed research project·
2. Ability to interact effectively within a team, providing leadership where necessary·
3. Ability to engage effectively in debate in a professional manner·
4. Capacity to make oral presentations, using appropriate media for a target audience ·
5. Capacity to make written presentations using appropriate language for a target audience·
6. Confidence and flexibility in identifying and defining complex problems·

History Minor Pathways
1. Ability to interact effectively within a team.
2. Ability to engage effectively in debate in a professional manner.
3. Capacity to make oral presentations, using appropriate media for a target audience.
4. The capacity to make written presentations using appropriate language for a target audience.
5. Confidence and flexibility in identifying and defining complex problems

Teaching and learning methods and strategies:
Lectures; seminars; group work within seminars and for project work; tutorials and assignment feedback; PDP work and self reflective study; attendance at public history events.
Assessment strategies:

Essays; book reviews; document analyses; group projects; individual and group presentations; portfolio compilation; timed assignments eg examinations and classroom tests; research and writing of 12,000 word dissertation.

8.5. Practical skills

On successful completion graduates should have developed:

<u>BA History Single Honours and Major Programmes</u>

1. Plan and execute a self-directed research project·
2. Identify and use with critical awareness a wide range of learning resources·
3. Interact effectively within a team, providing leadership where necessary·
4. Manage own learning using full the full range of available resources·
5. Demonstrate self-evaluation skills, making good used of feedback·
6. Engage effectively in debate in a professional manner ·
7. Be confident and flexible in identifying and defining complex problems

<u>History Minor Pathways:</u>

1. Ability to identify and use with critical awareness a wide range of learning resources.
2. Ability to interact effectively within a team.
3. Ability to manage own learning using full the full range of available resources.
4. Ability to demonstrate self-evaluation skills, making good used of feedback.
5. Ability to engage effectively in debate in a professional manner.
6. Confidence and flexibility in identifying and defining complex problems.

<u>Teaching and learning methods and strategies:</u>
- Lectures; seminars; group work within seminars and for project work; tutorials and assignment feedback; PDP work and self reflective study; attendance at public history events.

Assessment strategies:
- Essays; book reviews; document analyses; group projects; individual and group presentations; portfolio compilation; timed assignments eg examinations and classroom tests; research and writing of 12,000 word dissertation.

9.   Admissions Criteria, including APCL, APEL and DAS arrangements

NB The following table is a draft exemplar for an undergraduate programme

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

Entry requirements
Admissions History welcomes candidates from a wide variety of threshold qualifications, including A Levels, GNVQ Advanced, B/TEC National Diploma, 'Kitemarked' Access courses, Irish Leaving Certificate, Scottish Highers, SCOTVEC and International Baccalaureat. In addition, all candidates will be considered on the individual merits of their own applications. From 2018, 'standard' entry requirements will be 104-112 Tariff Points from min of 2 X A Levels including A Level History at Grade B in either History, Art History, Ancient History, Classical Civilisation, Economics, Government & Politics or Law Students wishing to transfer directly into stage 2/level 5 must have completed 120 points or the full stage 1/level 4 of a degree programme in, or related to, History. University standard regulations on APCL/APEL regulations apply to History. Full details of the policies can be found at: APCL: https://exchange.plymouth.ac.uk/intranet//acregsc/public/AR20089/Ac%20Regs%202008-2009/APCL%20Regs%202008-09.doc APEL - https://exchange.plymouth.ac.uk/intranet//acregsc/public/AR20089/Ac%20Regs%202008-2009/APEL%20Regs%202008-09.doc   **Inclusion** History is a programme in which inclusiveness and the encouragement of diversity is embedded within its very content and practice. The fabric of all historical studies is the investigation of different societies, gender positions, race and ethnicity, religion and belief, sexual orientation and identity and cultural life. At Plymouth, we promote actively values of tolerance and inclusivity. It is a key principle of the subject at Plymouth to encourage and support students from all backgrounds. History is also committed to widening participation in HE from under-represented groups. • History works with partner schools to provide at least one annual conference as a 'taster' of university-level history. • History works closely with the local Historical Association, which has a strong presence in schools • There are currently 3FdA degree programmes in partner colleges from which students enter Stage 3 History at Plymouth.

- History has a widening participation mission which offers a Faculty-wide model for best practice eg. Annual Summer School and Taster Days for local schools and colleges. Efforts in this area as well as in Peninsula Arts programming, have highlighted the continuing attractiveness of History topics for a public audience, as well as providing a tangible boost to recruitment.

Disabled Students and Disability Assist at Plymouth.
History welcomes applications from students with disabilities. The subject team works closely with Disability Assist Services to enable students with a variety of physical and learning difficulties to access History. Each case is dealt with on an individual basis through negotiation and support through DAS. DAS assess the student's requirements, and the team meet with the student and DAS, and then have ongoing conversations with regards to support. In addition, tutors disseminate the relevant information as widely as possible to relevant academic staff who need to be made aware. In addition staff put a lot of the materials online, and have a lot of electronic journals in the library. The diversity of History and Art History teaching methods and assessment forms means that the course works for a wide and diverse range of students.

Part-Time Routes.
Students can take BA History as a part-time route. The programme is negotiable and modules can be taken in a mutually convenient order, depending on timetabling or other constraints.

Exceptions/ special academic regulations
N/A

10. Progression criteria for Final and Intermediate Awards

- If students withdraw from the programme after successfully completing Level 4, they are eligible for the award of a Certificate of Higher Education (CertHE).
- If students withdraw from the programme after the successful completion of Levels 4 and 5, they are eligible for the award of a Diploma of Higher Education (DipHE).
- If a student fails to achieve 120 credits at Level 6 but gains 80, they may be eligible for an Ordinary Degree.

11. Non Standard Regulations

12. Transitional Arrangements

Appendix 1: Programme Structure

STAGE 1 (Level 4) of BA Hons History

Semester 1 (13 weeks)	Semester 2 (13 weeks)
HIST401 What is History 20 credits	HIST411 History Tomorrow 20 credits
HIST406 America from settlement to Empire 20 credits	HIST409 Fractured Isles: Britain and Ireland 1640-1990 20 credits
HIST407 World History since 1850 20 credits	HIST410 Fighting for Survival: Living and Dying in Early Modern Europe, 1450-1700 20 credits

Single Honours History—all 120 credits as above

History with English and History with Politics
Semester 1: HIST401, HIST 406
Semester 2: HIST411; HIST409

History with International Relations
Semester 1: HIST401, HIST 407
Semester 2: HIST411; HIST409

With 40 additional credits taken in minor subject, viz.:
- History with English: ENGL402 and ENGL404
- History with International Relations: PIR101 and IRL102
- History with Politics: PIR101 and POL101

History minor combinations
English with History: HIST407 and HIST409
80 credits taken in the major subject

STAGE 2 (Level 5) of BA Hons History

Semester 1	Semester 2
HIST522 Talking History, Seeing History: Research Methods in Visual and Oral History	HIST502 Preparing for Dissertation Research
Options (all 20 credits)	**Options (all 20 credits)**
HIST506 European Reformations (JT)**	HIST503 American Popular Culture (ST)
HIST509: America Since 1900 (ST)**	HIST505 Middle Kingdoms: Themes in Early Modern Asia (DA)
HIST511 Heritage and Public History (DM)	HIST515 Other Voices - Marginalisation in Early Modern Europe (JT)**
HIST513 Royal Navy in the Age of Sail, 1545-1815 (EM)	HIST519 Tudor and Stuart Britain (RE)
HIST517 The Longest War: Britain, Ireland & the Troubles 1949-2006 (CF)	HIST524 From Company Rule to Independence: Colonial India, 1757-1947 (DG)
HIST525 Culture and Society. Britain c.1760 - 1914 (JG)	HIST526 Dunkirk to D-Day: The Second World War in Europe (HB)**
HIST520 Global Cold War: Politics, Culture and Society (SB)	HIST527 Survey of Maritime History

Single Honours History (120 credits)

SH students take HIST522 and HIST502 (2 x20 credits = 40 credits)

They also choose 2 modules from the options in each semester (4 x20 credits = 80 credits)

History major combinations

Major students take HIST522 and HIST502 (2 x20 credits = 40 credits)

They choose 1 of the history option modules in each semester (2 x20 credits = 40 credits)

They also choose 1 option module in each semester from their minor subject (2 x20 credits = 40 credits)

- History with English: Open choice from available English modules
- History with International Relations: IRL200 and choose between IRL201or IRL203
- History with Politics: POL204 and POL205

History minor combinations

- English with History: HIST 506 or HIST509 and HIST515 or HIST526
- Politics with History: HIST 506 or HIST509 and HIST515 or HIST526

80 credits taken in the major subject

STAGE 3 (Level 6) of BA Hons History

Semester 1	Semester 2
Options (all 20 credits)	**Options (all 20 credits)**
HIST605 African-American Experience 1890-1954 (ST)	HIST604 Piracy and Privateering, c 1560 - 1816
	HIST606 Civil Rights Movement**
HIST609 The French Wars of Religion 1558 - 1598 (JT)**	HIST612 Empire of Law. Ruling the British Empire 1760-1960 (DG)
HIST607 Japanese History: From Tokugawa Japan to Hirohito (DA)	HIST620 Elizabeth I: Failure of a Dynasty (RE)**
HIST610 Irish Revolution 1912-37 (CF)	HIST621 Inter-War Britain 1919-40 (HB)
HIST616 America, the United Nations and International Relations 1945 to the present (HB)**	HIST623 Victorian Sites
HIST619 From Unification to Reunification: Key Themes in Modern German History (SB)	
HIST622 Key Aspects of Maritime History	
All Year	
HIST601 History Dissertation (40 credits)	

Single Honours History (120 credits)

SH students take HIST601 (1 x40 credits = 40 credits)

They also choose 2 modules from the options in each semester (4 x20 credits = 80 credits)

History major combinations

Major students take HIST601 (1 x40 credits = 40 credits)

They choose 1 of the history option modules in each semester (2 x20 credits = 40 credits)

They choose 1 option module in each semester from their minor subject (2 x20 credits = 40 credits)

- History with English: Open choice from available English modules
- History with International Relations:
  Autumn: IRL300/ IRL302/ PIR301/ PIR302/ PIR303/ PIR304/ PIR305
  Spring: PIR312/ PIR307/ PIR306/
- History with Politics:
  Autumn: PIR302/ PIR303/ PIR304/ PIR309; PIR311/ PIR305
  Spring: PIR307/PIR306

History minor combinations

- English with History: HIST616/HIST609, and HIST606/HIST620 Elizabeth I: Failure of a Dynasty

- Politics with History: HIST616/ HIST609, and HIST606/ HIST620 Elizabeth I: Failure of a Dynasty

80 credits taken in the major subject

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes
CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core Modules	Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
	Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Level 4																						
Level 4 LOs																						
Level 5																						
Level 5 LOs																						
Level 6																						
Level 6 LOs																						
Confirmed Award LOs																						

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ELECTIVE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Elective Modules	Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
	Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Level 4																						
Level 4 LOs																						
Level 5																						
Level 5 LOs																						
Level 6																						
Level 6 LOs																						
Confirmed Award LOs																						

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Programme Specification Mapping (PGT): module contribution to the meeting of Award Learning Outcomes
Tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Module	Credits	C core E elective	Award Learning Outcomes contributed to (for more information see Section 8)																			Compensation Y/N	Assessment element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
			Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Learning Outcomes 60 credits																								
Learning Outcomes 120 credits																								
Learning Outcomes 180 credits																								
Confirmed Award LOs																								

Operational Specification: mapping of Award Learning Outcomes. Insert rows and columns as required.

Module Code	Level	Credits	C - core E - elective	Award Learning Outcomes (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following: I – ALO is introduced P – ALO is practised (e.g. formative assessment and feedback; basis of tutorial or workshop) A –ALO is assessed																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Programme Intended Learning Outcomes Map
History Single Honours and History Major Pathways

Certificate level (Level 4)

1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) ***The FHEQ requirements are already given here in italics***	**Aim(s)**	**Subject Benchmark** (specific reference)	**Related Modules**
Knowledge/ Understanding *The student will be able to;* • Describe and explain sequences of events (chronology) in early modern, modern and contemporary history and demonstration an appreciation of how societies and cultures change over time. • Demonstrate an understanding of major historical trends in early modern, modern and contemporary history. • Demonstrate an understanding of the differences and affinities between the various sub-disciplines of history such as political, economic, social, cultural and gender history • Demonstrate an understanding of the nature and function of historical controversy and argument in developing historical		History Paragraphs 12, i-vii; 15, 16, 17, 18, 19	HIST411 HIST406 HIST407 HIST409 HIST401 HIST410

understanding.

- Understand how professional historians work and what constitutes good historical writing; be able to evaluate the different approaches to the study of history presented by different writers
- Show an appreciation of the variety and importance of primary sources and their use in the writing of history.
- Understand the relative significance and primary and secondary sources in the making and understanding of history
- Understand how history can be presented to the wider public through a variety of forms and to be aware that the boundaries of history are flexible and not confined to the academic work of professional historians.
- Appreciation of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve.

Cognitive / Intellectual Abilities

The student will be able to;

- Analyse and explain sequences of events and the workings of identifiable historical factors.
- Evaluate different forces at work in the history of a range of societies and states.
- Outline key historical debates
- Synthesise a range of secondary historical sources in the creation of an analytical piece of work
- Identify, use and analyse a variety of primary source materials with guidance;
- Collect and categorise information in a predictable and standard format
- Develop appropriate methodologies for the analysis of primary sources
- Evaluate the reliability of data using defined techniques

History Paragraphs	
12i-vii, 14i.-iii, v-ix, 15, 16, 17, 18, 19	HIST411
	HIST406
	HIST407
	HIST409
	HIST401
	HIST410

Key / Transferable Skills The student will be able to; • Organise own learning through self-management • Organise a factual answer to a historical question in written form • Give an oral presentation, speaking to a limited brief, as part of a group. • Work effectively with others as a member of a group and meet obligations to others. • Use information media such as libraries and computer networks • Review the effectiveness of their own approach in a range of important tasks, for example note taking, essay planning and the presentation of footnotes/bibliographies.	History paragraph 12ii., iv-viii, 13, 14i-ix, 18, 19.	HIST411 HIST406 HIST407 HIST409 HIST401 HIST410 PDP
Practical Skills *The student will be able to;* • Communicate ideas in written form, appropriately referenced. • Work with others, in a group context • Use IT to access sources and information, and to prepare written work • Prepare oral communications, to a limited brief, as part of a group	History paragraph 12ii., iv-viii, 13, 14i-ix, 18, 19.	HIST411 HIST406 HIST407 HIST409 HIST401 HIST410 PDP

- Demonstrate and apply of information retrieval from a range of resource provides, particularly libraries.

Employment-related skills
- Communicate ideas in a variety of written forms.
- Work with others, as part of a team
- Use IT to access sources and information, and to prepare written work
- Prepare oral communications as part of a group
- Self-awareness, of strengths and weaknesses.
- Time-management, the ability to schedule tasks in order of importance.

HIST409
HIST401
PDP
HIST411
HIST406
HIST407
HIST410

Programme Intended Learning Outcomes Map History Single Honours and History Major Pathways		Intermediate Degree Level (Level 5)	
1 Graduate Attributes and Skills **Core Programme Intended Learning Outcomes** (as worded in the Programme Specification) The FHEQ requirements are already given here in italics	**2** **Aim(s)**	**3** **Subject Benchmark** (specific reference)	**4** **Related Modules**
Knowledge/ Understanding *The student will be able to;* • Demonstrate a detailed knowledge of the history of a range of continents, power blocks, nations and social groups. • Demonstrate ability to engage with, interrogate and debate major historical theories of cause and effect, along with change over time, across a range of different sub-disciplines of history such as political, economic, social, cultural and gender history. • Demonstrate a deep understanding of the significance of thought and ideologies in shaping the characteristics of societies and nations in particular periods. • Use historiography as a tool with confidence • Demonstrate detailed knowledge of a range of primary historical sources, including oral and visual sources.		History Paragraphs 12i-vii; 14x, 15, 16, 17, 18, 19	Core Modules; HIST522 HIST502 Subject Modules; HIST505, HIST506, HIST514, HIST513, HIST509, HIST520, HIST519, HIST515, HIST517, HIST511, HIST503, HIST524, HIST525, HIST526, HIST527

- Demonstrate clear awareness of the ethical implications for the use of primary sources and the writing of history

Cognitive / Intellectual Abilities	History Paragraphs	Core Modules;
The student will be able to;	12i.-vii, 13, 14i.-iii, v-ix, 15, 16, 17, 18, 19	HIST522
		HIST502
		Subject Modules;
		HIST505, HIST506, HIST514,
		HIST513, HIST509, HIST520,
		HIST519, HIST515, HIST517,
		HIST511, HIST503, HIST524,
		HIST525, HIST526, HIST527

Cognitive / Intellectual Abilities

The student will be able to;

- Synthesise a range of historical information in order to explain sequences of events and the working together of different historical factors.
- Identify and evaluate models of historical explanation (historiography), and to reach independent judgements based on consideration of conflicting historical interpretations
- Synthesise a range of ideas in order to present sophisticated written arguments on historical topics
- Analyse and evaluate the strengths and weaknesses of a wide range of primary documentation and sources, including visual and oral materials.
- Collect and evaluate data from a range of primary sources using appropriate methods, and to make comparisons and contrasts between them.

- Apply different research strategies and undertake small-scale research projects with autonomy
- Approach historical problems from a range of multi-disciplinary perspectives: historical, literary, anthropological, sociological, and gender-based.

Key / Transferable Skills

The student will be able to;
- Identify and organise material from appropriate sources and communicate arguments in a variety of written forms, using academic conventions
- Evaluate arguments and received opinions using independent judgment.
- Communicate effectively in oral presentations
- Work collaboratively in a group
- Work autonomously, locating and assembling information on the subject by their own research
- Manage learning resources for the discipline; ability to access a range of sources, both electronic and in print, to support their learning
- Demonstrate research skills such as identifying key primary and secondary sources

History paragraph 12ii.-vii, 13, 14i-x,18, 19.

Core Modules;
HIST522
HIST502
Subject Modules;
HIST505, HIST506, HIST514, HIST513, HIST509, HIST520, HIST519, HIST515, HIST517, HIST511, HIST503, HIST524, HIST525, HIST526, HIST527

- Use IT for information searches

Practical Skills *The student will be able to;* • Communicate effectively arguments and ideas in a range of written formats • Communicate effectively arguments and ideas in oral presentations • Manage learning resources for the discipline • Interact effectively within a team through work with small groups • Act with increasing autonomy, with defined guidelines • ☐ Plan and execute a small research project based on primary sources.	History paragraph 12v.-viii, 13, 14i-ix, 18, 19.	Core Modules; HIST522 HIST502 Subject Modules; HIST505, HIST506, HIST514, HIST513, HIST509, HIST520, HIST519, HIST515, HIST517, HIST511, HIST503, HIST524, HIST525, HIST526, HIST527
Employment-related skills • Communicate effectively arguments and ideas in a range of written formats • Communicate effectively arguments and ideas in oral presentations • Interact effectively within a team through work with small groups • Apply subject knowledge to a range of situations		Core Modules; HIST522 HIST502 Subject Modules; HIST505, HIST506, HIST514, HIST513, HIST509, HIST520, HIST519, HIST515, HIST517, HIST511, HIST503, HIST524, HIST525, HIST526, HIST527

- Ability to improve one's own learning through planning, monitoring, critical reflection and adaptation of strategies for learning.

Programme Intended Learning Outcomes Map
History Single Honours and History Major Pathways

1 Graduate Attributes and Skills **Core Programme Intended Learning Outcomes** (as worded in the Programme Specification) *The FHEQ requirements are already given here in italics*	2 Aim(s)	Honours level (Level 6) 3 **Subject Benchmark** (specific reference)	4 **Related Modules**
Knowledge/ Understanding *The student will be able to;* • Demonstrate a detailed and specialist knowledge of the history of a range of continents, power blocks, nations and social groups. • Develop specialisation in depth of some of the histories of different continents, power blocks, nations and social groups. • Demonstrate a detailed and systematic understanding of theories underpinning historical interpretation, in particular causes of change over time, and the importance of temporal and geographical context for historical events and processes. • Demonstrate a detailed understanding of the function of historical controversy and argument in developing historical understanding. • Show a detailed understanding of the methodology of the nature and		History Paragraphs 12 i-vii; 14x, 15, 16, 17, 18, 19, 20, 21	Core Module HIST601 Subject Modules HIST610, HIST612, HIST605, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620 HIST621, HIST607, HIST622, HIST623

uses of primary sources
- Show a detailed understanding of the relationship between primary sources and historiography
- Analyse critically ethical questions in a specialist historical context.
- Understanding of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve.

Cognitive / Intellectual Abilities

The student will be able to;
- Evaluate critically a range of historical opinions and to show knowledge of their development over time.
- Evaluate critically divergent theories, models and interpretations within a broad framework of historical explanation
- Apply knowledge between different historical topics
- Synthesise and critically evaluate information, and present the results in sophisticated written form and oral communications.
- Challenge received conclusions about topics and controversies
- Identify, use and evaluate critically a wide range of primary sources and

History Paragraphs 12i.-vii, 14i.-iii, v-x, 15, 16, 17, 18, 19, 20, 21

Core Module
HIST601
Subject Modules
HIST610, HIST612, HIST605, HIST606, HIST604, HIST607, HIST609, HIST619, HIST616, HIST620, HIST621, HIST622, HIST623

develop appropriate methodologies
for their analysis, in particular to
demonstrate the ability to synthesise
data, highlighting gaps in the
available data and sources

Key / Transferable Skills
The student will be able to;
- Plan and deliver in stages an
  individual research topic; to apply
  acquired skills to this research topic;
- Act as an independent and self-
  critical learner over a sustained
  period of research
- Manage learning using the full range
  of learning resources for the
  discipline, with minimum guidance
- Communicate confidently and
  accurately complex arguments and
  concepts, in different written formats
- Communicate confidently and
  effectively complex arguments and
  concepts, in oral form
- Take responsibility for own work,
  being able to evaluate it, seek and
  make use of feedback
- Communicate with and learn from a
  group and apply group learning
  experiences to own work.

History paragraph 12i.-vii,
13, 14i-x, 16, 18, 19, 21

Core Module
HIST601
Subject Modules
HIST610, HIST612, HIST605,
HIST606, HIST604, HIST607,
HIST609, HIST619, HIST616,
HIST620, HIST621, HIST622,
HIST623

Practical Skills
The student will be able to;

- Plan and execute a self-directed research project
- Identify and use with critical awareness a wide range of learning resources
- Interact effectively within a team, providing leadership where necessary
- Manage own learning using full the full range of available resources
- Demonstrate self-evaluation skills, making good used of feedback
- Engage effectively in debate in a professional manner
- Be confident and flexible in identifying and defining complex problems

History paragraph 12i.-vii, 13, 14i-x, 16, 18, 19, 21

Core Module
HIST601
Subject Modules
HIST610, HIST612, HIST605, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620 HIST621, HIST607, HIST622, HIST623

Employment-related skills

- Ability to plan and execute a self-directed research project
- Ability to interact effectively within a team, providing leadership where necessary
- Ability to engage effectively in debate in a professional manner
- Capacity to make oral presentations, using appropriate media for a target audience
- The capacity to make written

Core Module
HIST601
Subject Modules
HIST610, HIST612, HIST605, HIST606, HIST607, HIST604, HIST609, HIST619, HIST616, HIST620, HIST621, HIST622, HIST623

presentations using appropriate language for a target audience
- Confidence and flexibility in identifying and defining complex problems