Programme Information & PLOs

Title of the new programme – including any year abroad/ in industry variants

BA (Hons) in English and History

Level of qualification

Please select:	Level 6 / Honours	

Please indicate if the programme is offered with any year abroad / in industry variants	**Year in Industry** Please select Y/N	No
	Year Abroad Please select Y/N	No

Department(s): Where more than one department is involved, indicate the lead department

Lead Department	English
Other contributing Departments:	History

Programme leadership and programme team

Helen Smith

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme

How to read; how to understand the past; how to imagine the future. These are the key lessons embraced by students of English and History at the University of York. Students explore the movement of language and ideas across time and space in a programme which combines historical depth with geographical breadth.

Our programme is designed to enable you to develop as an interdisciplinary thinker, able to untangle the complex histories which underpin literary texts and their reception, and to draw out the fictional and rhetorical work which has shaped, and continues to shape, the historical record.

In your first year, you will develop the building blocks which allow you to combine your two disciplines in the dedicated 'Texts and Histories' second-year bridge module, which brings faculty members from the two departments together in the seminar room, and in the jointly-supervised dissertation, the capstone of your degree.

Supported by world-leading teachers and researchers, you will take an active role in determining your course of study, and developing as a skilled and specialist researcher. You will get to grips with cutting-edge historical research, literary criticism, and theory, and have the opportunity to study the literature and history of every period from the medieval to the contemporary. You will develop distinctive skills in communication, research, analysis, creativity and collaboration. And you will have the opportunity to pursue career-enhancing experience with partners including museums and heritage organisations, literary, historical and news journalism, civic and social campaigns, schools and local businesses.

Our graduates are highly sought after in a range of fields, including journalism, education, teaching, arts and heritage management, writing and publishing, media, marketing, business and politics. As a graduate of the BA (Hons) English and History, you will possess a distinctive interdisciplinary toolkit, opening up an array of possible futures, equipping you with the capacity to imagine new futures, and nourishing a life-long passion for the rewards of literature and of the study of the past.

Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do.
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will:
1	display broad and deep understandings of the history and literature of a wide range of periods, and engage creatively and critically with a variety of conceptual, theoretical, and methodological frameworks;

2	be able to read diverse texts closely and critically, interpreting them with reference to the period and tradition in which they were produced, and synthesizing information from secondary sources where appropriate. They will be able to evaluate the arguments of others and assess the value and significance of different forms of evidence;
3	write clearly, accurately, and persuasively, articulating ideas and presenting arguments, their own and other people's, to a deadline and to a professional standard. They will demonstrate advanced skills in oral communication, presentation, and collaboration. They will be expert in debate and adept at using evidence to support an argument;
4	be able to make comparisons and connections between different periods, places and societies and understand a situation from a range of perspectives. They will be able to analyse the emotional power, and the cultural and political impact, of language and narrative. They will use this awareness, along with an advanced understanding of historical precursors and examples, to better understand the world and influence others;
5	have highly developed research skills. They will be able to identify useful material, understand sources in context and construct meaningful research questions. They will be skilled at engaging with a variety of different forms of information including digital resources, material culture, visual imagery, texts, databases and statistical information, and in identifying and utilising the most appropriate resources to achieve a desired result;
6	be able to initiate and complete projects of their own which contribute to pressing contemporary debates;
7	exercise independent thought and judgement, and be skilled in interrogating their own assumptions;
8	have the ability to work in collaboration with others. They will know how to extend their knowledge and skills within a team context, and have the qualities to lead a project and execute a programme of work in a timely and professional manner.

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

Explanation of the choice of Programme Learning Outcomes Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

It is one thing to study English and History alongside one another, quite another to develop skills in interdisciplinary thinking, research and writing. Our Programme Learning Outcomes reflect the geographical and chronological scope of the programme, which require students to step out of their comfort zones and come face-to-face with different cultures, languages and ways of thinking. The PLOs also reflect the rewards of interdisciplinary study: our graduates have been challenged to develop and display a real flexibility, an ability to negotiate different requirements and disciplinary expectations, and an aptitude in adapting their communication and research to different contexts and purposes.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

Our graduates are equipped with a wide-ranging but distinctive set of skills and knowledge, possessing the core knowledge of both disciplines, as well as the flexible and responsive thinking that characterises their interdisciplinary work. The PLOs capture the distinctive character of the English and History degree at York with its embedded opportunities for interdisciplinary study, and for thinking across and between departments. Students' highly-developed research, analytical and communication skills will be particularly advantageous as they move forward to a diverse range of careers.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

Our graduates are expert in using a range of digital tools, having developed their digital literacy over the course of their degree. In their research, they use databases of critical scholarship, digitised historical texts and cultural artefacts; in their development of presentations and projects they make use of digital recording and editing tools; and in their time and resource management they utilise referencing software and apps. Students engage with technology-enhanced learning through the VLE, making use of lecture recordings, course blogs, discussion groups and online assessment.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employablity objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

The PLOs make explicit the skills that will prepare graduates for a range of employment and further study. Our students excel not only in traditional knowledge acquisition, but in the management and dissemination of information, and the ability to participate in and shape a changing knowledge economy. Our PLOs emphasise the importance of autonomy and independent thought; clear and effective communication; and rigorous research and analysis as part of a tailored package of transferable skills.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

All students are allocated a personal supervisor before they arrive for their first term at York. Students meet with their supervisor at least once a term to discuss marks and feedback. Supervisors are thus able to note any problems and direct the student to support services on campus, for instance disability services or library and information services. Attendance at teaching is centrally monitored by the departments, which allows the departments to identify students who for various reasons are struggling. Student thus identified are invited to meet with the Chair or Deputy Chair of the Board of Studies of the relevant department who, in conjunction with supervisors and university services, can offer support. The Chair of the English and History degree has regular year-group meetings with students on this degree programme, offering guidance and opportunities for consultation. The Texts and Histories module in second year brings all English and History students together, with an emphasis on interdisciplinary learning, providing a forum for students to express concerns or difficulties that are specific to this degree.

vii) How is teaching informed and led by research in the department/ centre/ University?

All of the staff teaching on the BA in English and History are research active and deliver research-led teaching in their area of specialism. This is delivered from year 1 of the degree onward. Year 2 modules are innovative in terms of both content and pedagogy, led by cutting-edge research from the departments' distinctive research groupings, and including specially-designed interdisciplinary content. In year 3 all modules are characterised by students' ambitious engagement with the research of the module tutor(s). The departments' teaching committees have oversight and scrutiny of teaching in the departments and respond to guidance and directives from the university. Feedback from students is considered at meetings of the English and History Combined Board.

Stage-level progression
Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:			*Students will have acquired a broad understanding of literary history, historical change over long periods, key historiographical and literary concepts, cultural contexts, and critical and theoretical approaches across their core modules in Stage 1. They will also have begun developing critical enquiry skills, in relation to their research and writing, through reading, classroom discussion, and assessment tasks. They will begin to exercise independent thought and judgement in the management of research projects, developing greater confidence in the communication of ideas, both written and orally. Students will have some insight into how to evaluate historical and critical argument and be able to formulate coherent arguments of their own, supported by appropriate evidence. Writing skills are a particular focus of Stage 1, where students follow a dedicated year-long writing 'strand' in English which aims to provide them with the groundwork for writing across the degree. They can demonstrate a good grasp of the academic apparatus used in writing essays, will have the ability to work collaboratively and have good independent study skills.*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Stage 2							
On progression from the second year (Stage 2), students will be able to:			*By the end of Stage 2, students will have reinforced their critical skills and understanding, in the application of concepts and foundational knowledge from Stage 1 to more specific historical periods and cultures. They will demonstrate an in-depth understanding of selected historical and literary fields, and be able to evaluate historical and literary interpretation, as well as sources, and analyse texts and events. Students will have engaged with a wide range of writing tasks, building on the formal writing skills gained in Stage 1, and will be able to communicate increasingly sophisticated ideas with clarity and precision. Finally, students will begin to consolidate the independent research skills that will be the focus of Stage 3. They will be able to plan an independent research project including Identifying appropriate primary sources, developing a research methodology and constructing a research question.*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			*Global statement*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

			Autumn Term										Spring Term										Summer Term									
Individual statements																																

Programme Structure

Module Structure and Summative Assessment Map
Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	**Title**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	SEE DIAGRAMS BELOW																															
20	TBC	Approaches to Literature I	S				A				EA																						
20	HIS00001	Making Histories		S						E			A																				
30	HIS00004	From Rome To Renaissance												S									A			E	A	A	A	A		
30	HIS00005	Citizens, Comrades and Consumers												S									A			E	A	A	A	A		
10	HIS0002C	Thinking Through History I											S								E						A	A	A	A		
20 Literature II	TBC	Approaches to Literature II											S			A					EA											
20	TBC	Key Concepts	S																				A			EA						

Stage 2

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	**Title**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
20	Various	Histories and Contexts		S						E			A																				
30	Various	Explorations												S												E	A	A	A	A		

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
20	Various	Intermediate Option Module	S			A					EA																					
20	TBC	Texts and Histories											S							E	A											
20	TBC	Critical Practice	S																							E		A				
30	Various	World Literature Modules											S													E	A		A			
10	Various	Intermediate Topic Module																							S		E				A	

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
Credits	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
40	TBC	Dissertation	S																							E	A					
20	Various	Advanced Option Module		S							E	A																				
20	Various	Advanced Option Module											S								E	A										
40	Various	Special Subject		S																						E	A	A	A			

Stage 4

Credits	Module		Autumn Term										Spring Term										Summer Term									
Credits	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Optional module lists If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Period Topic	Histories and Contexts	Explorations	Special Subject	Comparative Histories	Period Modules	Special Modules	Topic Modules
https://www.york.ac.uk/history/undergraduate/courses/period-topic/	https://www.york.ac.uk/history/undergraduate/courses/histories-and-contexts/	https://www.york.ac.uk/history/undergraduate/courses/explorations/	http://www.york.ac.uk/history/undergraduate/courses/special-subject/	http://www.york.ac.uk/history/undergraduate/courses/comparative-special/	TBC	TBC	TBC

Management and Admissions Information	
This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Generic
Diploma of Higher Education (Level 5/Intermediate) Generic

Admissions Criteria

TYPICAL OFFERS
A levels
AAA or A*AB with minimum
A in English for Q300
AAA for QV31
AAB for QV33, QV35, QL32
and QQ31

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode					
				Face-to-face, campus-based		**Distance learning**		**Other**	
BA (Hons) in English and History	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N: No	if No move to next Section if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:		

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad
https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)		
Additional details:		

ii) Transfers out of the programme will be possible? (please select Y/N)		
Additional details:		

Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved

Date on which this programme information was updated:

26/05/2017

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:
· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8

			display broad and deep understandings of the history and literature of a wide range of periods, and engage creatively and critically with a variety of conceptual, theoretical, and methodological frameworks;	be able to read diverse texts closely and critically, interpreting them with reference to the period and tradition in which they were produced, and synthesizing information from secondary sources where appropriate. They will be able to evaluate the arguments of others and assess the value and significance of different forms of evidence;	write clearly, accurately, and persuasively, articulating ideas and presenting arguments, their own and other people's, to a deadline and to a professional standard. They will demonstrate advanced skills in oral communication, presentation, and collaboration. They will be expert in debate and adept at using evidence to support an argument;	be able to make comparisons and connections between different periods, places and societies and understand a situation from a range of perspectives. They will be able to analyse the emotional power, and the cultural and political impact, of language and narrative. They will use this awareness, along with an advanced understanding of historical precursors and examples, to better understand the world and influence others;	have highly developed research skills. They will be able to identify useful material, understand sources in context and construct meaningful research questions. They will be skilled at engaging with a variety of different forms of information including digital resources, material culture, visual imagery, texts, databases and statistical information, and in identifying and utilising the most appropriate resources to achieve a desired result;	be able to initiate and complete projects of their own which contribute to pressing contemporary debates;	exercise independent thought and judgement, and be skilled in interrogating their own assumptions;	have the ability to work in collaboration with others. They will know how to extend their knowledge and skills within a team context, and have the qualities to lead a project and execute a programme of work in a timely and professional manner.
1	Approaches to Literature I	Progress towards PLO	Students are introduced to key primary texts from the eighteenth century to the modern period, and selected secondary sources.	Students are introduced to key primary texts from the eighteenth century to the modern period, and selected secondary sources.	Students will begin to develop their writing skills.	Students are introduced to a range of historical and cultural contexts.	Students will begin to work independently, in order to produce their own responses to texts.	Students will begin to work independently, in order to produce their own responses to texts.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	

		By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 short (1500-word) essays.	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 short (1500-word) essays.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to produce 2 short (1500-word) essays.	Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students apply analysis to topics for 2 short (1500-word) essays.	Work: Students begin to work with digital sources and to manage small independent research tasks. Assessment: Students devise their own essay topics and work with a range of print and digital sources.	Work: Students begin to work with digital sources and to manage small independent research tasks. Assessment: Students devise their own essay topics and work with a range of print and digital sources.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topics, plan essays, and construct arguments which respond to their reading.	
1	**Making Histories**	Progress towards PLO	Students will gain an introduction to the study of history at degree level through both broad and focussed engagement with scholarship including an introduction to historiography.	Students will begin to develop a critical approach to arguments and evidence.	Students will engage with a range of perspectives on a historical event. They will make comparisons between historical writing.	Students will gain an introduction to identifying material for research including primary sources.	Students will be introduced to the range of primary sources	Students will gain experience in the correct use of the academic apparatus.	Students will gain skills in time management and organisation. They will work independently and also collaboratively.	Students will begin to grasp diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Produce an annotated bibliography Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Produce an annotated bibliography Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on the use of primary sources. Assessed by 2000 case study	Group project and annotated bibliography.	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study
1	**From Rome to Renaissance**	Progress towards PLO	Students will gain broad understanding of scholarship and hisotiography focused on the period 400-1650	Students will develop the ability to approach arguments and evidence critically.	Students will be able to analyse complex historical process and events, and make comparisons and connections between different places, periods and societies.	Students will gain understanding of how questions are formulated in history.	Engaging with the variety of sources	Students will develop an ability to convey ideas and make an argument based on evidence	Students will gain skills in executing a project and managing time effectively	Students will begin to grasp diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essay and assessment by 2000 word essay writing and open exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essay and assessment by 2000 word essay writing and open exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essay and assessment by 2000 word essay writing and open exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essay and assessment by 2000 word essay writing and open exam.	By seeing examples from the lectures and in historical text	Oral contributions in seminars, and individual meetings with tutors. Two formative essays. Assessment – 2000 word essay writing and open exam.	Organising work outside of the seminar room. Producing lecture notes. Producing work for deadlines.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essay and assessment by 2000 word essay writing and open exam.
1	**Citizens, Comrades and Consumers**	Progress towards PLO	Students will gain broad understandings of scholarship and historiography focussed on the period 1650-present.	Students will develop ability to approach arguments and evidence critically.	Students will be able to analyse complex historical process and events, and make comparison and connections	Students will gain an of understanding how historical questions are formulated	Engaging with the variety of sources	Students will develop an ability to convey ideas and making argument based on evidence	Students will gain skills in executing a project and managing time effectively	Organising work outside of the seminar room. Producing lecture notes. Producing work for deadlines

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.	By seeing examples from the lectures and in historical text	Verbal contributions in seminars, and individual meetings with tutors. Two formative essays, summative 2000 word Essay and closed exam.	Organising work outside of the seminar room. Producing lecture notes. Producing work for deadlines	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.
1	**Thinking Through History I**	Progress towards PLO	Students will appreciate the origins and use of different interpretations of the past	Students will evaluate arguments	Students will gain an of understanding how historical questions are formulated	Students will gain insight into the research questions, analytical frameworks and methodologies that historians use		Students will develop an ability to convey ideas and making argument based on evidence	Studies will acquire some of the skills necessary for leading and executing a project and time management.	Students will begin to grasp diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study supported by lectures and focussed on assigned secondary literature. Assessment– open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Two formative essays. Work – 2000 word Essay writing and closed exam.	Guided independent study supported by lectures and focussed on assigned secondary literature. Assessment– open exam				Guided independent study supported by lectures and focussed on assigned secondary literature. Assessment– open exam
1	**Approaches to Literature II**	Progress towards PLO	Students are introduced to key primary texts from the medieval and early modern periods, and selected secondary sources.	Students are introduced to key primary texts from the medieval and early modern periods, and selected secondary sources.	Students will begin to develop their writing skills.	Students are introduced to more chronologically distant cultural perspectives and historical varieties of English through a range of texts.	Students will begin to work independently, in order to produce their own responses to texts.	Students will begin to develop their writing skills.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	

			By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 written tasks, the first of which is a 1000-word close analysis of a medieval primary text, followed by a longer (2000-word) essay, which builds on the close-reading task and critical skills developed in term 1.	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 written tasks, the first of which is a 1000-word close analysis of a medieval primary text, followed by a longer (2000-word) essay, which builds on the close-reading task and critical skills developed in term 1.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to complete the 2 summative writing tasks.	Work: Students engage with historical varieties of English and culture (medieval to early modern) through reading, lectures, and workshop activities. Assessment: 2 written tasks ask students to respond to these varieties of English, and the 2000-word essay requires them to consider the relationship between text and context.	Work: Students begin to work with digital sources and manage small independent research tasks. Assessment: Students devise their own topic for the 2000-word essay, working with a range of print and digital sources.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to complete the 2 summative writing tasks.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topic, plan an essay, and construct an argument which responds to their reading.	

	Key Concepts	Progress towards PLO	Students are introduced to a range of key literary terms, concepts and theoretical approaches, as well as a range of literary genres.	Students are introduced to a range of key literary terms, concepts and theoretical approaches, as well as a range of literary genres.	Students are trained to apply principles of effective writing practice, and to the demands of academic essays and other forms.	Students will be introduced to theories of multiculturalism and cultural diversity.	Students are introduced to strategies and digital tools for devising and managing essays and other research projects, and to the tools of academic research (primary, secondary, archival, and digital).	Students are introduced to strategies and digital tools for devising and managing essays and other research projects, and to the tools of academic research (primary, secondary, archival, and digital).	Students are trained to apply principles of effective writing practice, and to the demands of academic essays and other forms.	
		By working on (and if applicable, assessed through)	Work: Students read foundational theoretical texts, supported by lectures. Assessment: Students respond to and interpret these texts in a written portfolio and 2-hour closed exam.	Work: Students read foundational theoretical texts, supported by lectures. Assessment: Students respond to and interpret these texts in a written portfolio and 2-hour closed exam.	Work: Students will practice clear and accurate writing for regular deadlines in fortnightly writing workshops. Assessment: Students will demonstrate writing skills, both through a portfolio of writing and revision and in a 2-hour closed exam.	Work: Students engage with theories of diversity through primary reading and lectures. Assessment: Students will apply an awareness of diversity in their written portfolio and a 2-hour closed exam.	Work: Students will develop writing across the year, which maps the process of initiating, managing, and completing an original project of their own in fortnightly writing workshops and guided independent practice. Assessment: Students will document this process in a portfolio of writing and revision.	Work: Students will develop writing across the year, which maps the process of initiating, managing, and completing an original project of their own in fortnightly writing workshops and guided independent practice. Assessment: Students will document this process in a portfolio of writing and revision.	Work: Students will practice clear and accurate writing for regular deadlines in fortnightly writing workshops. Assessment: Students will demonstrate writing skills, both through a portfolio of writing and revision and in a 2-hour closed exam.	

2	Histories and Contexts	Progress towards PLO	Students will build on Stage One lecture courses with an exploration of historical scholarship and historiography focussed on one big theme or topic.	Students will continue to develop a critical approach to arguments and evidence	Students will assess the factors that influenced events and engage with a range of perspectives. They will make connections with topics from Stage 1 courses.	Students will see how historians place sources in context and construct research questions.	Students will develop greater understandings of the variety of sources available to historians.	Students will develop their expertise in conveying their ideas clearly and precisely and making arguments based on evidence from secondary sources.	Students will gain skills in time management and organisation.	Students will develop their understandings of the diversity of historical explanation and experience
		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	verbal contributions in seminars and individual meetings with tutor. One formative essay and assessment by 2000 word essay.	Organising workload outside of the seminar room. Producing work for deadlines.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay
2	Explorations	Progress towards PLO	Students will study a discrete topic in depth and have a good appreciation of the various approaches to interpreting the past.	Students will further refine their abilities to critique historical argument and evaluate evidence.	Students will be able to weigh the factors that shaped an event, engage with a range of perspectives and make connections	Students will develop the skills of identifying suitable evidence for themselves and contextualising it.	Students will gain an understanding of the variety of sources available and how to interrogate them.	Students will convey their ideas with increasing precision and sophistication and use evidence to support an argument.	Students work collaboratively on a project, organising their own programme of work and meeting deadlines.	Students will develop their understandings of the diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Verbal contributions in seminars and individual meetings with tutor. One formative essay. Assessment – project and open exam	organising workload outside of the seminar room, planning and executing formative essay and project for deadlines	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam
2	**Intermediate Option Module**	Progress towards PLO	Students will build on knowledge of historical contexts and critical skills gained in Year 1 Approaches modules, focussing on texts from a particular historical period.	Students will build on knowledge of historical contexts and critical skills gained in Year 1 Approaches modules, focussing on texts from a particular historical period.	Students will further develop their writing skills.	Students will build on knowledge and critical skills gained in Year 1 Approaches modules, focussing on cultural and political contexts of a particular historical period.	Students will build on their ability to manage independent research, further developing their use of digital and archival tools.	Students will build on their ability to manage independent research, further developing their use of digital and archival tools.	Students will further develop independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	

		By working on (and if applicable, assessed through)	Work: Students explore texts from a particular historical period, supported by lectures and small-group discussion. Assessment: Students critique and interpret these texts, with reference to the historical period and tradition in which they were produced, both in a 1000-word research/textual analysis and substantial (2500-word) essay.	Work: Students explore texts from a particular historical period, supported by lectures and small-group discussion. Assessment: Students critique and interpret these texts, with reference to the historical period and tradition in which they were produced, both in a 1000-word research/textual analysis and substantial (2500-word) essay.	Work and assessment: Students continue to develop their writing and time management skills, conveying increasingly complex ideas and responding to feedback in a short (1000-word) research/textual analysis and a substantial (2500-word) essay.	Work: Students analyse a core set of historical texts, supported by broad secondary reading and lectures. Assessment: Students closely analyse texts' historical specificity and cultural impact in a short (1000-word) research/textual analysis, which will inform work for a substantial (2500-word) essay.	Work and assessment: Students devise their own topics and work with a wide range of print, digital, and archival primary and secondary sources, in order to produce a short (1000-word) research/textual analysis and substantial (2500-word) essay.	Work and assessment: Students devise their own topics and work with a wide range of print, digital, and archival primary and secondary sources, in order to produce a short (1000-word) research/textual analysis and substantial (2500-word) essay.	Work and assessment: Students devise their own essay topics, planning essays, and constructing arguments which respond to their reading for a short (1000-word) research/textual analysis and substantial (2500-word) essay.	
2	**World Literature Module**	Progress towards PLO	Students will build on knowledge of non-Anglophone literatures gained in Year 1 World of Literature modules, focussing on texts from a specific language and/or culture.	Students will build on knowledge of non-Anglophone literatures gained in Year 1 World of Literature modules, focussing on texts from a specific language and/or culture.	Students will further develop their writing skills.	Students will develop their understanding of non-Anglophone literatures and cultures.	Students will build on their ability to manage independent research, further developing their use of digital and archival tools.	Students will build on their ability to manage independent research, further developing their use of digital and archival tools.	Students will further develop independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	Students will further develop the oral skills required for critical discussion and debate, in response to their reading.

		By working on (and if applicable, assessed through)	Work: Students explore a set of core texts originally written in languages other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students will critique and interpret these texts in a substantial (2500-word) essay and 2-hour exam, which includes a specific question on language issues.	Work: Students explore a set of core texts originally written in languages other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students will critique and interpret these texts in a substantial (2500-word) essay and 2-hour exam, which includes a specific question on language issues.	Work: Students develop their writing and time management skills, conveying increasingly complex ideas to produce a short (1000-word) exploratory formative essay. Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students build their awareness of cultural and linguistic diversity, trialling ideas in a formative essay (1000 words). Assessment: Students demonstrate this awareness in a substantial (2500-word) essay and 2-hour exam.	Work: Students produce a short (1000-word) exploratory formative essay, working with a wide range of print, digital, and archival primary and secondary sources, Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students produce a short (1000-word) exploratory formative essay, working with a wide range of print, digital, and archival primary and secondary sources, Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students produce a short (1000-word) exploratory formative essay, in which they begin to develop well-structured, evidence-based arguments. Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations.
	Intermediate Topic Module	Progress towards PLO	Students will pursue to a specific topic of study, focused on a range of primary texts and secondary sources.	Students will pursue to a specific topic of study, focused on a range of primary texts and secondary sources.	Students will prepare and deliver a collaborate research presentation, demonstrating written and digital proficienc.	Students will examine relevant historical and cultural contexts.	Students will devise and manage a collaborative research presentation, demonstrating written and digital proficiency.	Students will devise and manage a collaborative research presentation, demonstrating written and digital proficiency.	Students will devise and manage a collaborative research project and presentation.	Students will prepare and deliver a collaborate research presentation, demonstrating written and digital proficiency.

		By working on (and if applicable, assessed through)	Work: Students explore texts related to a complex topic, supported by lectures and group discussion. Assessment: Students critique and interpret texts for a collaborative research presentation.	Work: Students explore texts related to a complex topic, supported by lectures and group discussion. Assessment: Students critique and interpret texts for a collaborative research presentation.	Work and assessment: Students will manage a team research schedule in order to write and deliver a collaborative research presentation addressed to both lay and expert audiences.	Work: Students analyse a wide range of primary texts, supported by selected secondary reading and lectures. Assessment: Students will demonstrate an informed understanding of language and narrative's impact, both in their textual analysis and their performance in a collaborative research presentation.	Work and assessment: Students will make use of more advanced digital research and presentation tools, in order to initiate, manage and complete an original collaborative research project.	Work and assessment: Students will make use of more advanced digital research and presentation tools, in order to initiate, manage and complete an original collaborative research project.	Work and assessment: Students will devise and manage an original, argument-based, collaborative research project and presentation.	Work and assessment: Students will manage communication for a group research process, working collaboratively on a project which showcases more advanced oral, digital, and presentation skills.

Texts and Histories	Progress towards PLO	Students engage with a cross-period curriculum which asks them to approach a range of literary and historical texts through a variety of conceptual, theoretical, and methodological frameworks.	Students further develop their skills in close reading across a range of periods.	Students develop their writing skills further, with a particular emphasis on interdisciplinary writing, and on using the tools they have developed throughout the degree to date. They will learn to present their work in a variety of ways, and will use both literary and historical evidence to develop and support their positions in a debate.	Students study a chronological range across the module, and are encouraged to place their findings in the context of previous modules. They develop interdiscplinary skills in the analysis of narrative and language and apply these to historical and literary sources.	Students develop specifically interdisciplinary research skills, using a wide range of resources and sources of information, and engaging with sources including material and visual culture.	Students develop and complete two independent projects, and learn how to relate their interdiscplinary research to contemporary historiographical, critical or other debates.	Students develop and complete two independent projects. They are challenged to engage with the disciplinary assumptions they have developed or retained during the course of the degree, and to find new ways to think and research as interdisciplinary scholars.	Students will work independently in preparation for seminars, and will be asked to undertake collaborative work both within and beyond seminars. They will take a leading role in extending their own knowledge and skills.

		By working on (and if applicable, assessed through)	A guided programme of independent reading and study, with a specific emphasis on the demands and rewards of interdisciplinary study. This is supported by an innovative classroom set-up, in which students are taught by members of both departments.	This technique is practiced in seminars, and developed in the Textual Analysis assessment.	Students will learn from reading existing critical texts, with guidance from tutors, and will develop writing skills in the context of both the Textual Analysis exercise and the essay. They are encouraged to consider the techniques of interdisciplinary writing in relation to the forthcoming dissertation, and required to draw on and assess a wide range of evidence in seminar discussion and debate.	Students are required to present both independent and collaborative research in seminars, and to undertake detailed analysis of language and narrative in the Textual Analysis, with an additional emphasis upon culture, context and politics in the assessed essay.	Students are required to prepare carefully for each seminar, and to undertake relevant research in order to respond to each week's reading and activities. They are required to be creative in using a range of resources to identify source materials for assessment.	Textual analysis and essay.	Seminar discussion and debate, based on guided independent study. The textual analysis asks students to apply skills from one discipline to the other, and vice versa, while for the essay students are required to present an interdisciplinary study.	Students will take a leading role in developing knowledge and skills in guided independent study and in the context of seminar discussions. They will complete two pieces of assessment in a timely and professional manner.
	Critical Practice	Progress towards PLO	Students will build on their understanding of theoretical approaches and concepts gained in the Year 1 Key Concepts module.	Students will build on their understanding of theoretical approaches and concepts gained in the Year 1 Key Concepts module.	Students will develop their writing skills, with an emphasis on writing for both academic and non-academic audiences.	Students will build on their understanding of the way in which critical tools can help them to assess language's social and political impact.	Students will further develop their strategies for devising and managing essays and other research projects, and the tools of academic research (primary, secondary, archival, and digital).	Students will further develop their strategies for devising and managing essays and other research projects, and the tools of academic research (primary, secondary, archival, and digital).	Students will further develop their writing skills and critical voice.	

By working on (and if applicable, assessed through)	Work: Students read more advanced theoretical texts, supported by lectures and workshops. Assessment: Students respond to and interpret these texts in a written portfolio for academic and non-academic audiences.	Work: Students read more advanced theoretical texts, supported by lectures and workshops. Assessment: Students respond to and interpret these texts in a written portfolio for academic and non-academic audiences.	Work: Students will practice clear and accurate writing for regular deadlines across the year, with a focus on writing for different (lay and expert) audiences. Assessment: Students will further develop their writing skills, producing a portfolio of writing for academic and non-academic audiences.	Work: Students analyse and discuss literature's cultural and political impact, in relation to more advanced theoretical concepts, and refine the effectiveness of their own language in a variety of writing tasks. Assessment: Students apply this analysis and awareness in a written portfolio for academic and non-academic audiences.	Work: Students will develop writing across the year, initiating, managing, and completing an original and diverse set of writing tasks in workshops and guided independent practice. Assessment: Students will produce a portfolio of writing for academic and non-academic audiences.	Work: Students will develop writing across the year, initiating, managing, and completing an original and diverse set of writing tasks in workshops and guided independent practice. Assessment: Students will produce a portfolio of writing for academic and non-academic audiences.	Work: Students will engage in workshops and guided independent practice. Assessment: Students will draw on self-reflection, peer and tutor feedback, and revision skills, in order to develop a writing portfolio for academic and non-academic audiences.	

3	Dissertation	Progress towards PLO	Students will build on the knowledge gained throughout the degree thus far in order to explore an interdisciplinary topic of their own choosing in depth, and develop a sophisticated appreciation of different approaches to the intersections of literature and history within a defined period or corpus.	Students will have high level skills in reading texts closely and critically, and will weave together literary and historical analysis to develop insights into period and tradition. They will draw on a wide range of sources, and will be expert in evaluating the arguments set forth and the value and significance of the evidence they analyse.	Students will write with clarity and precision, articulating their own and others' ideas to a very high standard, and to a deadline. They will develop considerable skill in using evidence to support and develop an argument.	Students will have high level skills in analysis, and will evaluate relevant perspectives and methodologies in relation to their chosen topic. They will learn to analyse language and narrative, along with historical examples, in depth and across a sustained piece of independent and research. They will develop an argument designed to build a compelling case, and persuade readers of the import of their research and study.	Students will have high level skills in identifying primary sources, developing a research methodogy and understanding sources in context developed through lectures and advice from a supervisor.	Students will initiate and bring to completion an independent and original project.	Students will demonstrate a high level of independent critical thinking, developing and going beyond their own critical and personal assumptions.	Students will plan a timetable of work over the course of a year, carry out independent research and meet deadlines

		By working on (and if applicable, assessed through)	Independent study supported by lectures and by a carefully-framed series of interim tasks and discussion with supervisors.	Independent study of historical and critical literature guided by regular supervision meetings and the production of an annotated bibliography.	8000-10000 word dissertation. Students receive feedback on a writing sample, and attend lectures dedicated to dissertation writing.	Regular series of supervisory meetings; feedback on writing sample; dissertation lectures and 8000-10000 word dissertation.	Students identify pertinent and productive primary material on their own and interpret this material.	8000-10000 word dissertation.	A regular programme of supervision meetings gives space for students to articulate and challenge their assumptions and develop their critical thinking. Annotated bibliography develops skills in critical thinking and judgement, and feedback on writing sample gives room for students to hone their critical approach, analysis, and scholarly judgement.	Students organise their time over the course of a year in order to carry out a project on their own and meet deadlines.

3	Special Subject	Progress towards PLO	Students will build on the knowledge gained through the Period topic, Histories and Contexts and Explorations modules in order to explore a topic in depth and develop a sophisticated appreciation of different approaches to interpreting the past.	Students will have high level skills in evaluating argument and evidence.	Students will show sophistication in terms of engagement with a range of perspectives, their ability to make connections and the evaluation of the factors shaping an event.	Students will have high level skills in understanding sources in context.	Students will be able to Interpret, interrogate and deploy different forms of evidence	Students will be able to Interpret, interrogate and deploy different forms of evidence	Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence.	Students will have deep understandings of the diversity of historical explanation and experience
		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	verbal contributions to seminar, formative work and individual meetings with tutors, writing gobbets and a short and long essays.	Organising substantial workloads outside of the classroom and Producing work for deadlines.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.

3	Advanced Option Module	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, and apply this to a specialist research-led subject.	Students will consolidate the knowledge gained from previous modules, and apply this to a specialist research-led subject.	Students will develop advanced writing skills.	Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced understanding of language's social and political impact.	Students will develop advanced abilities in managing independent research, and developing their use of advanced digital and archival tools.	Students will develop advanced abilities in managing independent research, and developing their use of advanced digital and archival tools.	Students will develop advanced independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	
		By working on (and if applicable, assessed through)	Work: Students will explore texts relating to a specialist research-led subject, trialling ideas in a formative essay (1000 words). Assessment: Students critique and interpret these texts in a long (3500-word) essay.	Work: Students will explore texts relating to a specialist research-led subject, trialling ideas in a formative essay (1000 words). Assessment: Students critique and interpret these texts in a long (3500-word) essay.	Work: Students will exercise writing and time management skills, conveying sophisticated ideas to produce a short (1000-word) exploratory formative essay. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students will analyse a core set of texts relating to a specialist subject, trialling ideas in a formative essay (1000 words). Assessment: Students closely analyse texts in a long (3500-word) essay.	Work: Students produce a short (1000-word) exploratory formative essay, working with a wide range of print, digital, and archival primary and secondary sources. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students produce a short (1000-word) exploratory formative essay, working with a wide range of print, digital, and archival primary and secondary sources. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students produce a short (1000-word) exploratory formative essay, in which they develop well-structured, evidence-based arguments. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	