

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA (Hons) History and French			
Level of qualification			
Please select:	Level 6 Hons		
Please indicate if the programme is offered with any year abroad / in industry variants			Year in Industry Please select Y/N
			Year Abroad Please select Y/N
			Yes
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	History		
Other contributing Departments:	Languages and Linguistics		
Programme Leader			
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.			
Sabine Clarke			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>The study of History and French will give you insight into the development of many key features of the modern world, from the perspective of more than one culture, and the ability to read, write and converse fluently in both English and French. You will be adept at making comparisons and connections between the experiences of people from different places across the globe and will develop a deep awareness of the nature and value of cultural difference. Combined Honours in History and French at York offers the opportunity to choose from a wide and exciting range of option courses informed by cutting edge research; these span the history of the medieval to the modern period and include the study of contemporary French culture and politics. The experience of learning a language at this advanced level, including the opportunity to apply your skills in context, will allow you new insights into the forces that have shaped modern societies and cultures as well as the issues and debates that prevail in France today. In addition you will have high level skills in writing, argumentation, and analysis, both in English and French. You will be confident and capable of working through problems on your own and a critical and sophisticated reader of texts and other forms of evidence. York graduates in History and French can navigate international and multilingual environments with confidence and professionalism. Your degree will set you aside when it comes to applying for careers in areas such as business, teaching, policy-making and law, tourism, broadcasting and journalism.</p>			
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 be able to:		
1	Demonstrate broad and deep understandings of historical scholarship, and be able to understand and contextualise aspects of modern French politics, society and culture in relation to the past. .		
2	Approach arguments and evidence in a critical and questioning fashion.		

3	Make cross cultural comparisons and connections between societies of different places, both in the contemporary world and in the past, and understand issues and events from a range of cultural perspectives
4	Demonstrate versatility in interpreting and deploying a variety of information including digital resources, material culture, visual imagery, texts, databases and statistical information in both English and French.
5	Solve problems creatively by taking information learnt in one context and applying it in an unfamiliar one and by developing a range of possible solutions.
6	Convey a line of reasoning with clarity and precision in English and French, with sensitivity to linguistic and cultural norms and practices.
7	Have the organisational and time-management skills to carry out a project and extend their own knowledge and skills, including their language learning ability.
8	contribute to their workplaces and communities using an awareness of the historical origins of diversity in societal norms and practices
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.	
n/a	
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.	
Students with a Year Abroad are able to navigate across cultures in a contextually appropriate and culturally sensitive manner, handle new language situations with confidence and apply skills learnt in the classroom to real life problems	
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?	
Combined honours in History and French gives graduates a distinctive set of skills and competencies. They master a language at an advanced level and gain a deep appreciation of French culture and society in the context of historical studies of a range of different time periods and places. Combined honours give students intellectual flexibility - they have the discipline to master a language and also analyse large amounts of text. They can interrogate various types of evidence, develop their own interpretations and solve problems independently. They emerge from the degree with the tools needed to ask productive questions and formulate well informed answers in relation to a wide variety of areas of human activity. The attributes of creativity, curiosity, and interpretation are some of the most important tools students need to be successful professionals and be sensitive and responsible members of an international and multilingual professional environment.	
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:	

Combined honours in History and French gives students a set of competencies and experiences that set them aside when it comes to pursuing careers in areas such as business, law, policy-making and journalism where the ability to communicate in more than one language, demonstrate a knowledge of different but often inter-related cultural norms and societal processes and an awareness of the historical factors that have shaped the modern world are extremely valuable.

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)?

In their history options, students undertake research and identify material using the internet and digital databases and repositories. They are adept at finding useful resources but also highly skilled in evaluating the reliability and value of digital material. The distinct focus on language in content engages students in becoming effective in working with IT across the language curriculum (wikis, video, twitter, digital portfolios and quizzes, google documents, blogs and online resources, etc.). Students also gain experience in producing documents and presentations.

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 employability objectives should be informed by the University's Employability Strategy:

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

See 40. In addition, students' spend a year abroad and so are able to develop their language skills and understanding of French culture in context. Going on the Year Abroad will make students highly-sought after by employers, since the experience will give students international exposure, problem-solving skills, adaptability, networking and communication skills. The Year Abroad is divided into two semesters (60 credits each); students have the choice of going to a partner university, work placement or British Council Assistantship. Each term, students get assessed at University of York. The assessment is based on two 2000 word essays in the target languages. The first assessment is due in week 4 Spring term and the second assessment is due in week 12 Summer term. The two semesters are each assessed on a PASS/FAIL basis.

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

Contact with staff is key, both in academic and pastoral contexts. The department has a host of monitoring and reporting mechanisms in place to identify students who may be in need of further support. Module and Year coordinators liaise directly with supervisors and once a student has been identified a plan of action, in consultation with the university's support services is put in place.

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

Lecturers create options for the degree that draw upon their own area of expertise and are informed by their research. The History department has a Teaching committee that is responsible with the Chair of the Board of Studies for the development of the curriculum and the quality of teaching. All History modules are scrutinized by the Teaching Committee, the department operates a system of peer support for teaching and all members of staff are required to respond to student feedback on courses. The Chair of Teaching Committee attends fora and training sessions run by the university and liaises with the E-learning team to ensure that teaching in the department is informed by research into teaching in Higher Education. New members of staff are required to complete the PGCAP and this ensures that they reflect upon their own practice in the light of research into teaching in Higher Education.

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:		<p><i>Students gain broad understandings of historical change in Stage 1 that provide a 'big picture' and then develop deeper understandings of particular historical topics as they progress through the Stages. In Stage 1 students are provided with models of scholarly approaches including issues such as how historians deploy evidence. These models are in the texts they read, the lectures they attend and in the nature of tutor-led seminar interactions. In Stage one, tutors give examples and select secondary readings and primary evidence for students. By the end of Stage One students can demonstrate understanding of historical change over long periods, demonstrate knowledge of many topics at an introductory level and some at a deeper level, have familiarity with issues in historiography and an awareness of the value of comparative history. They have some insight into how to evaluate historical argument and be able to formulate coherent arguments of their own using evidence. They can demonstrate a good grasp of the academic apparatus used in writing essays, they will have the ability to work collaboratively and have good independent study skills.</i></p> <p><i>At the end of the first year, students have developed sensitivity to different registers and have acquired effective communicative strategies in the target languages. They have acquired language learning processes and strategies in order to become autonomous learners and have begun to develop their analytical and critical skills in the target language under guidance. Students have also developed a broad understanding of the nature and functioning of language in general.</i></p>					
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							
Stage 2							
On progression from the second year (Stage 2), students will be able to:		<p><i>Global statement At the end of stage 2, students approach complex and unfamiliar language structures and content with self-confidence. They are able to research, synthesise and critically assess culturally sensitive information, developing a clear line of reasoning both in English and the target languages. Students understand the importance of teamwork as well as the necessity to adapt to different roles in various settings. Finally, they engage critically with a wide range of feedback practices (self-reflection and peer feedback). Students have repeated opportunities to practice and apply their skills of historical analysis (and the written tasks they are asked to are longer and more demanding than Stage 1. Students are increasingly able to choose relevant secondary and primary materials for themselves and receive less direction and intervention when they formulate their analysis.</i></p>					
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:			<p><i>Global statement</i></p>				

			<p>TEFL I (Spring-Summer) Assessment (wk 2 SuT), (wks 5-7 SuT).</p>	<p>Translation methodology and practice (Year long module): Translation methodology and practice assessment in Term 2 week 7 and exam - week 5-7</p> <p>assessment in Term 2 week 7 and exam - week 5-7</p>		

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 a minimum A in
History for V100
AAA/AAB for all other
courses
IB Diploma Programme
36 points including HL 6 in
essential subjects (may vary
for combined programmes)
35 points for VV13 and VV15
BTEC Extended Diploma
DDD (may vary for
combined programmes)

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 History and French	4	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:	No	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:
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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:	Yes
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Additional information

Transfers out of or into the programme

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

Students may transfer into or out of this programme in accordance with University Regulations. Transfers will be dependent upon student numbers and available places.

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

Students may transfer into or out of this programme in accordance with University Regulations. Transfers will be dependent upon student numbers and available places.

Exceptions to University Award Regulations approved by University Teaching Committee

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

Date on which this programme information was updated:

04/05/2017

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
			Demonstrate broad and deep understandings of historical scholarship, and be able to understand and contextualise aspects of modern French politics, society and culture in relation to the past. .	Approach arguments and evidence in a critical and questioning fashion.	Make cross cultural comparisons and connections between societies of different places, both in the contemporary world and in the past, and understand issues and events from a range of cultural perspectives	Demonstrate versatility in interpreting and deploying a variety of information including digital resources, material culture, visual imagery, texts, databases and statistical information in both English and French.	Solve problems creatively by taking information learnt in one context and applying it in an unfamiliar one and by developing a range of possible solutions.	Convey a line of reasoning with clarity and precision in English and French, with sensitivity to linguistic and cultural norms and practices.	Have the organisational and time-management skills to carry out a project and extend their own knowledge and skills, including their language learning ability.	contribute to their workplaces and communities using an awareness of the historical origins of diversity in societal norms and practices
ONE	Making Histories	Progress towards PLO By working on (and if applicable, assessed through)	Through lectures, guided independent study, group projects and seminar activities	By studying models in the literature and then through their own discussions,	In seminar discussion and writing essays, Students will engage with a range of	Students will gain an introduction to identifying material for research including primary		Students will gain experience in the correct use of the academic apparatus in writing essays	By Organising work outside of the seminar room, producing lecture notes and producing work	
	French language and society I	Progress towards PLO By working on (and if applicable, assessed through)		By questioning their understanding of key socio-cultural concepts encountered in a		Learn to select appropriate source material when investigating predefined	By being exposed to a wide range of material of varied registers in the target language, and by	By being exposed to a wide range of language learning tasks and strategies, in	Students will organise their own workload and meet deadlines	
	French Grammar	Progress towards PLO					Students will apply their	By analysing and applying	Students reflect on their own	

		By working on (and if applicable, assessed through)					understandings gained in one case to new contexts.	grammatical features of the language of study in authentic	language production using tasks including error analysis,	
	Linguistics	Progress towards PLO By working on (and if applicable, assessed through)		Assess the value and use of different hypotheses and theories in linguistics	By understanding the phonetic and phonological changes made to words when loaned in;	Interpret language using different hypotheses	Apply knowledge to new examples or problems	convey ideas with clarity and precision	Students will organise their own workload and meet deadlines	
	From Rome To Renaissance OR Citizens, Comrades and Consumers	Progress towards PLO By working on (and if applicable, assessed through)	Through lectures, guided independent study and seminar activities such as	Through seminar discussion and written essays, Students will develop the ability to	In their seminar discussions and written work Students will be able to analyse complex			By seeing the models provided in texts and lectures and then practising making arguments in	By Organising work outside of the seminar room, producing lecture notes and producing work	
	Thinking Through History	Progress towards PLO By working on (and if applicable, assessed through)	Through guided independent study supported by lectures and focussed on assigned	Students will be given a model of how to evaluate arguments in their lectures and will undertake	in their readings and lectures Students will be presented with a range of perspectives and			Students will develop an ability to convey ideas in writing and making an argument based	Students will acquire some of the skills necessary for leading and executing a	
TWO	Histories and Contexts	Progress towards PLO By working on (and if applicable, assessed through)	Through guided independent study and seminar activities such as discussion,	in their seminar discussions and their written work, Students will continue to develop a critical	Students will assess the factors that influenced events and engage with a range of	Students will see how historians place sources in context		Students will develop their expertise in conveying their ideas clearly and precisely and	Students will gain further skills in time management and organisation by making sure they	
	French language and society	Progress towards PLO By working on (and if applicable, assessed through)	Investigating and researching a series of predefined socio-political and historical content areas in order to	Students will critically process and evaluate a number of authentic sources in the target language (audio,		Students will be exposed to a wide range of material, of varied registers, in the target language and be	reflect, identify and explain complex and unfamiliar linguistic structures for further use in	build on Stage one to further develop their ability to communicate in French - class debates,	Students will further develop their ability to organise their time effectively and also how to extend their	
	French option: The Francophone World; European Cinema	Progress towards PLO By working on (and if applicable, assessed through)	Through enhancing listening skills through sustained exposure to and engagement with	assimilating and applying content-specific information acquired through lectures, seminar preparation work		Students will research a series of topics to contribute to class debates, presentations and oral and	Apply a range of language learning processes and strategies autonomously.	Engage in independent reading, synthesising, comparing and contrasting information in	Students will work on developing individual responses to the material studied.	

	Linguistics: Intermediate syntax; phonetics and phonology; semantics	Progress towards PLO By working on (and if applicable, assessed through)		Students will learn how to apply rigorous analysis methods to linguistic data.				Students develop their sensitivity to linguistic diversity	Learn to think, write, and problem solve collaboratively	
	Discipline of History	Progress towards PLO By working on (and if applicable, assessed through)	TBC							
	Year Abroad	Progress towards PLO By working on (and if applicable, assessed through)	Students will apply their knowledge of French society in their negotiation of every day life in a French		Students will be able to make first hand comparisons between different societies and		Students will apply their language knowledge in unfamiliar situations	Students will gain considerable experience of speaking and writing French in a French language	Students will organise their work load and meet deadlines in a new learning environment	Students will gain a good understanding of cultural difference increase in confidence
	Explorations	Progress towards PLO By working on (and if applicable, assessed through)	Through guided independent study and seminar activities such as discussion, presentations,	Students will further refine their abilities to critique historical argument and evaluate evidence in	Students will be able to weigh the factors that shaped an event, engage with a range of perspectives and	Through their project work, Students will develop the skills of identifying suitable evidence for themselves	Students will apply their understandings of historical causation, change etc gained in	In their seminar contributions and writing Students will convey their ideas with increasing precision and	Students will work collaboratively on a project, organising their own programme of work and	
THREE	Dissertation	Progress towards PLO By working on (and if applicable, assessed through)	Through the independent study of historical literature and sources supported by	Students will have high level skills in evaluating argument and evidence.	Students will show sophistication in terms of engagement with a range of perspectives and	Students will have high level skills in identifying primary sources and or visual material,	Students will apply their understandings of historical causation, change etc gained in	Students will be able to convey ideas with clarity and precision and make sophisticated, original	Students will plan a timetable of work over the course of a year, carry out independent research and	
	French language and society	Progress towards PLO	Further Investigating and	By critically processing and		Students will critically proces		Students will further develop		Students will gain further insight

		By working on (and if applicable, assessed through)	researching a series of predefined socio-political and historical content	evaluating authentic and scholarly materials; working on		and evaluate authentic and scholarly materials in French; by		their communications skills through reading, discussion and		into the origins of features of contemporary french society
French Options: France & the Second World War: memory, trauma & identity; European Cinema; Translation	Progress towards PLO	<p>France & the Second World War: memory, trauma & identity; Further Investigating and researching a series of predefined socio-political and historical content areas in order to demonstrate personal and critical understanding of areas such as the impact of WWII on French national memory</p> <p>Assess: by guided study, seminar discussion, formative and summative assessment (3000 word paper and closed exam)</p>	<p>Translation: Students will reinforce self awareness of complex and unfamiliar features of both English and French. Assess: through an open paper: translation commentary and a closed translation exam.</p>	<p>In all language optional modules students will work with a wide range of authentic written and spoken resources both in French and English Assess: summative work (both open and closed exam)</p>	<p>France & the Second World War: memory, trauma & identity; Students will develop their language skills by applying newly-acquired language in context to discussion and analysis of the impact of WW2 on French national memory and identity; by engaging with and reproducing a variety of registers in the target language and by using peer and tutor's formative and summative feedback to further inform self-reflexion.</p> <p>Assess: through guided study, seminar discussion and formative and summative work (3000 word open paper in target language coursework).</p>	<p>European Cinema and France and WWII: students will apply newly-acquired language in context to discussion and analysis of the topics raised by the films studied; by engaging with and reproducing a variety of registers in the target language and by using peer and tutor's formative and summative feedback to further inform self-reflexion.</p> <p>Assess: Formative assessment and summative work (3000 word paper in the target language and closed exams)</p>	<p>France & the Second World War: memory, trauma & identity; Students will further develop their ability to work on a project by undertaking independent research in order to consolidate an understanding of the French experience and memory of the Second World War; by using their own judgement to critically reflect on the information needed; by assessing the suitability of resources; by demonstrating appropriate self-reflection in the scrutiny of their own production of the language.</p> <p>Assess: guided study, seminar discussion and, formative and summative work-3000 open paper</p>			

		By working on (and if applicable, assessed through)							and closed exam)	
	Linguistics	Progress towards PLO By working on (and if applicable, assessed through)		Students will critically engage with different approaches in linguistics and may for example acquire a critical	In some options (Eg. Bilingualism) students will make cross- cultural comparisons	Advanced topics in phonetics and phonology: Students will gain experience in how linguistics uses and	In some option modules students will apply the interpretations, theories and approaches	In all lingusitic modules, students will further develop their communications skills through	Students will work independently and organise their work load to meet deadlines	
	Special Subject	Progress towards PLO By working on (and if applicable, assessed through)	Through Guided independent study and seminar activities such as discussion, presentations,	Students will have high level skills in evaluating argument and evidence.	in their seminar discussions and written work, Students will show sophistication in terms of	Students will have high level skills in understanding sources in context and be able to Interpret,	Students will apply their understandings of historical causation, change etc gained in	Students will be able to convey ideas with clarity and precision orally and in written form and make	Students will manage a demanding work load and be able to execute a programme of work	