

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA (Hons) History/History of Art			
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	History		
Other contributing Departments:	History of Art		
Programme Leader			
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.			
Richard Johns			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>By studying History and History of Art at York you can explore the vibrant and diverse nature of human culture across time. The programme at York offers an exceptionally wide variety of specialist options that range from the study of medieval churches to the history of twentieth century Japan. These options build on core courses that allow you to grasp the importance of long term historical trends such as the rise and fall of empires or the impact of technology on work and leisure. In this cutting-edge degree you will be able to pursue your own interests across a range of time periods and areas of the globe, and in your final year produce an extended dissertation on a topic of your own choice. You will gain expertise in the interpretation of visual forms of evidence such as paintings, architecture and material culture along with the ability to produce in-depth analysis of historical texts. You will be adept at employing theory and concepts in your consideration of the factors that have shaped culture and society in the past. You will acquire the ability to produce persuasive and well informed arguments and you will develop sophisticated verbal and written communication skills. History and History of Art graduates are valued in the workplace for their ability to take the lead in project work and undertake independent research. They are critical thinkers, highly skilled in the evaluation of visual and written material, and creative communicators of their ideas.</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	Communicate knowledge of past societies and their art and architecture, employing different conceptual, theoretical and methodological approaches to understanding the past and its visual legacies.		
2	Take a critical and questioning approach to existing interpretations of textual and visual sources, and assess the value and significance of texts and visual and material culture.		
3	Contextualise visual material in order to explore its meanings and significance while also using this material to extend our understandings of a particular time and place.		
4	Make connections and comparisons between the ideas, cultures and societies of different time periods and places around the world.		

5	Carry out an original and independent investigative project using textual and visual sources, including identifying relevant primary material, developing methodologies, interpreting sources in context and constructing meaningful research questions.
6	Convey complex ideas with clarity and precision and make sophisticated and persuasive arguments based on both visual and textual evidence.
7	Work well both independently and in collaboration with others, managing time effectively, meeting deadlines and taking an analytical approach to extending their own knowledge and skills.
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.	
n/a	
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?	
The PLOs describe the high-level cognate skills that students attain through a three year programme of studying History and History of Art, including becoming critical readers who can master and interrogate large volumes of text, becoming astute interpreters of visual evidence, developing excellent independent research skills and being fluent conveyers of argument.	
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:	
York History/History of Art graduates go on to pursue careers in a large range of different areas because of their facility with texts and visual evidence, their excellent communications skills, their critical faculties and their ability to work without supervision. Graduates have excellent organisational skills and can organise and execute a project with confidence and professionalism.	
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)?	
York graduates learn how to find and evaluate evidence from digital locations and carry out independent research using digital tools and resources. They are critical and evaluative users of online materials—they understand the potential and problems of using digital resources of a wide variety of types. They know how to create carefully referenced and formatted documents and attractive, well-structured presentations. Students in History of Art work extensively with digital material for class presentations and discussion, for their research, and for illustrating written work. All modules use the VLE at a minimum as a means of facilitating information transfer and communications, and some modules may use it for more experimental forms of teaching and learning. In the Dissertation Training Module, for instance, students complete online evaluations of sample dissertation proposals in preparation for workshops. However, we place most emphasis in our degree on face-to-face learning in small groups. More specifically, digital art is an ever more visible and evolving presence in contemporary culture, and an aspect of the discipline that is especially well served by the expertise of the History of Art department.	
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 above. Students develop high-level skills in time management and are very self-reliant. They also know how to work collaboratively. The study of both disciplines helps students develop critical and analytical skills and graduates can produce persuasive arguments that are supported by appropriate evidence.	

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

Students have a personal supervisor who oversees academic progress. The supervisor may make recommendations to a student if they receive notification from tutors that support is needed, or if a student identifies such a need themselves. The Disability Officer in both departments ensure that student needs are met across the department in terms of teaching and learning. Supervisory responsibility alternates between History and History of Art from one cohort to another.

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. Each department has a Teaching Committee that is responsible, with the Chair of the respective Board of Studies, for the development of the curriculum and the quality of teaching. The combined degree also has its own committee (currently chaired by History), which monitors all aspects of the curriculum and makes recommendations to both departments. All History modules and History of Art modules are scrutinized by their respective Teaching Committees. Both departments operate a system of peer support for teaching, and all members of staff are required to respond to student feedback on courses. The chairs of both Teaching Committees attend fora and training sessions run by the university and liaise with the E-learning team to ensure that teaching in both departments 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:	Global statement: By the end of Stage 1 students can demonstrate a broad understanding of historical and art-historical change, and a range of interpretative approaches relevant to both disciplines. They will have a growing knowledge of many topics at an introductory level and some at a deeper level, and will be equipped to engage in more advanced ways with particular topics at Stage 2. They have some insight into how to evaluate historical and art-historical argument, and formulate coherent arguments of their own using evidence. They have a good grasp of the academic apparatus used in writing essays, are able to work collaboratively in small groups, and draw on a widening range of independent study skills.
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							

Stage 2

On progression from the second year (Stage 2), students will be able to:	Global statement: By the end of Stage 2 students will demonstrate in-depth understandings of a range of historical fields and topics, and engage critically with historiographical issues relating to both disciplines. They will be able to evaluate the uses and significance of a range of textual and visual sources and use them effectively to substantiate an argument. They will have gained further experience in group work. They will be able to plan an independent research project that explores interconnections between history and art history, identifying appropriate sources and materials, developing a sound research methodology around a robust research question. Students will be able to communicate increasingly sophisticated ideas with clarity and precision.
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
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Individual statements							
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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 BELOW																																
20	HIS00001C	Making Histories		S								E	A																				
10	HIS00002C	Thinking Through History: Themes in Advanced Historical Studies 1												S								E									A		
20	HOA00005C	The Materials of Art & Architecture	S									E	A																				
20	HOA00008C	The Art of Describing	S																			E	A										
30	HIS00004C	From Rome to the Renaissance: The Transformation of Traditional Societies, c.400-1650												S														E		A			
30	HIS00005C	Citizens, Comrades and Consumers: The Making of the Modern World, 1650-Present												S										A				E		A			

Stage 4																																
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

Optional module listsIf 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

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
History and History of Art	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:	Yes	
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 in to or out of the 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 in to or out of the 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:

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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
			Communicate knowledge of past societies and their art and architecture, employing different conceptual, theoretical and methodological approaches to understanding the past and its visual legacies.	Take a critical and questioning approach to existing interpretations of textual and visual sources, and assess the value and significance of texts and visual and material culture.	Contextualise visual material in order to explore its meanings and significance while also using this material to extend our understandings of a particular time and place.	Make connections and comparisons between the ideas, cultures and societies of different time periods and places around the world.	Carry out an original and independent investigative project using textual and visual sources, including identifying relevant primary material, developing methodologies, interpreting sources in context and constructing meaningful research questions.	Convey complex ideas with clarity and precision and make sophisticated and persuasive arguments based on both visual and textual evidence.	Work well both independently and in collaboration with others, managing time effectively, meeting deadlines and taking an analytical approach to extending their own knowledge and skills.
Stage 1	MAKING HISTORIES	Progress towards PLO	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 in 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 work for

			seminar activities such as discussion, presentations, role-play, mind maps and group	discussions, students will begin to develop a critical approach to arguments and		range or perspectives on a historical event. They will make comparisons between	including primary sources.	writing essays, and will undertake an annotated bibliography as formative work	work for deadlines, students will gain skills in time management and organisation.
	THE MATERIALS OF ART AND ARCHITECTURE	Progress towards PLO	Through paired weekly lectures with preparatory reading and associated workshop activities, including discussion, presentations and one	Through contributions to workshop discussions and presentations, building on themes and ideas introduced in lectures and related readings, students will	Students will begin to develop the skills and confidence to describe and analyse unfamiliar works of art in a scholarly way, with particular attention to the	Students will begin to develop the skills and confidence to describe and convey the complexities of different materials and techniques.	Students will exercise judgment and planning by choosing a specific procedural essay topic, which they will research and write in the context of the	Students will make oral contributions to workshops and produce an essay.	Students will help to shape a workshop either by preparing and delivering an individual, informal presentation to the rest of the group, or by working
	ROME TO RENAISSANCE	Progress towards PLO	Through lectures, guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on	Students will develop the ability to approach arguments and evidence critically.		In their seminar discussions and written work, students will be able to analyse complex historical process and events, and make comparisons and connections	By seeing the models provided in texts and lectures Students will gain understanding of how questions are formulated in history.	By seeing the models provided in texts and lectures, then practising making arguments in seminars and essay writing, students will develop an ability to convey ideas	By organising work outside of the seminar room, producing lecture notes and producing work for deadlines, students will gain skills in executing a project and managing time
	CITIZENS, COMRADES AND CONSUMERS	Progress towards PLO	Through guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned	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.	Students will gain an understanding how historical questions are formulated.	Through oral contributions in seminars, and individual meetings with tutors, two formative essays, a summative 2000-word essay and a closed exam, students	By organising work outside of the seminar room, producing lecture notes and producing work for deadlines, students will gain skills in executing a project and managing time
		By working on (and if applicable, assessed through)							

	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 secondary literature, students will appreciate the origins and use of	Students will be given a model of how to evaluate arguments in their lectures and will undertake this themselves in their written work		In their readings and lectures, students will be presented with a range of perspectives, and in their written work will make comparisons and connections, including with	Students will gain insight into the research questions, analytical frameworks and methodologies that historians use.	Students will develop an ability to convey ideas in writing and make an argument based on evidence.	Students will acquire some of the skills necessary for leading and executing a project and time management by organising work outside of the seminar room,
	REINVENTING ANTIQUITY	Progress towards PLO By working on (and if applicable, assessed through)	Through paired weekly lectures with preparatory reading and associated workshop activities, including discussion, presentations and one	Through contributions to workshop discussions and presentations, building on themes and ideas introduced in lectures and related readings, students will	Students will begin to develop the skills and confidence to describe and analyse unfamiliar works of art in a scholarly way, with particular attention to the	Students will discuss the reinvention and appropriation of artistic forms and ideas from one place and time period to another.	Students will exercise judgment and planning by choosing a specific procedural essay topic, which they will research and write in the context of the	Students will either prepare and deliver an individual, informal presentation to the rest of the group, or work collaboratively, with one or more fellow students, in	Students will acquire some of the skills necessary for leading and executing a project and time management by organising work outside of workshops and
	THEORY FOR ART HISTORIANS	Progress towards PLO By working on (and if applicable, assessed through)	Through Weekly seminars with preparatory reading and related group activities, including discussion and presentations, with one formative essay,	Students will gain a fuller understanding of some of the major theoretical challenges to the modern discipline, and an appreciation of how ideas continue to	Students will begin to develop a theoretically informed way of writing and talking about art and architecture.	Students will encounter and learn to distinguish between a range of theoretical ideas that in different ways have helped to shape the discipline.	Students will exercise judgment and planning by choosing one procedural essay topic and one summative essay topic, which they will research and write in the	Students will express their understanding and ideas in a presentation, one formative essay and one summative essay.	Students will gain skills in organising a project by leading a workshop presentation, building on themes and ideas introduced through related
Stage 2	HISTORIES AND CONTEXTS	Progress towards PLO	Through guided independent study and seminar activities such as discussion	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	Students will see how historians place sources in context and construct research	Students will develop their expertise in conveying their ideas clearly and precisely and	Students will gain further skills in time management and organisation.

		By working on (and if applicable, assessed through)	discussion, presentations, role-play, mind maps and group work focussed on assigned	evidence.		range or perspectives. They will make connections with topics from Stage 1 courses.	research questions from the readings and lectures, and explore this in their own	precisely and making arguments based on evidence from secondary sources.	
	HoA INTERMEDIATE SEMINAR	Progress towards PLO	Through a combination of weekly lecture and seminar students build on the broad knowledge developed at Stage 1 by focusing their attention on a	By exploring a particular topic in greater depth, through lectures, seminars and related reading, students will continue to develop a critical approach to arguments and	The greater focus of intermediate seminar modules allows students to delve deeper into periods, places or themes of interest, to hone the observational and analytical	Students continue to explore through reading, lectures, seminars and tutorials, how interpretations of the same artworks can change across time.	Students may identify their own formative essay topic and approach, in the context of the broader themes and questions raised by the module.	Students will convey increasingly complex ideas and deeper understandings in their oral contributions, presentations and written work.	Aside from managing a work load around lectures and seminars, students will prepare and deliver an individual presentation, or work
		By working on (and if applicable, assessed through)							
	EXPLORATIONS	Progress towards PLO	Through guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned	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 in their seminar discussions and	Through their project work, students will develop the skills of identifying suitable evidence for themselves and contextualising it.	In their seminar contributions and writing, students will convey their ideas with increasing precision and sophistication and use evidence to support an argument.	Students will work collaboratively on a project, organising their own programme of work and meeting deadlines.
		By working on (and if applicable, assessed through)							
	DISCIPLINES OF HISTORY	Progress towards PLO	TBC						
		By working on (and if applicable, assessed through)							

	MUSEOLOGY AND CURATORSHIP	Progress towards PLO By working on (and if applicable, assessed through)	Through seminars, lectures and field trips to experience exhibitions and displays at first hand, students will build on the concepts introduced at	Students will assess how collections and displays have changed over time, and how curators today explore diverse exhibition approaches. These ideas will	Students will Reflect upon the impact of displays in museum collections and temporary exhibitions and will develop their own exhibition concept for an	Students will assess how collections and displays have changed over time, and how curators today explore diverse exhibition approaches. These ideas will		Students will learn how to convey their ideas to non-specialist audiences by looking at existing displays and developing their own exhibition	Teamwork comes to the fore in Museology and Curatorship, as students focus their attention on an exhibition concept project, working in small groups with each student taking
	DISSERTATION TRAINING	Progress towards PLO By working on (and if applicable, assessed through)	Through lectures and small-group workshops throughout the year, students will draw on the growing breadth of their interests and experience in both disciplines by exploring	Students develop a viable research proposal that includes critical visual analysis suitable to the topic, and which identifies a range of relevant sources.	Students will explore and evaluate various ways of contextualising visual materials as part of a larger interdisciplinary project.	Students evaluate how their own ideas and preconceptions relate to, and are challenged by, existing scholarship in their chosen field, and they	Stepping up from Stage 1, students identify and evaluate potential research topics, select the one they consider most promising, and develop a detailed proposal	Students will convey their ideas in a dissertation portfolio of 4-5,000 words, including a working title, bibliography, critical review, chapter plan, etc.	Students will move from working in small groups to planning a project that they will undertake independently.
Stage 3	HISTORY SPECIAL SUBJECT	Progress towards PLO By working on (and if applicable, assessed through)	Through guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned	Students will develop high-level skills in evaluating argument and evidence.		in their seminar discussions and written work, students will show sophistication in terms of engagement with a range of perspectives, their ability to	Students will have high-level skills in understanding sources in context and be able to interpret, interrogate and deploy different forms of evidence.	Students will be able to convey ideas with clarity and precision, orally and in written form, and make sophisticated, original arguments based on evidence.	Students will be able to execute a programme of work independently.
	HoA SPECIAL SUBJECT	Progress towards PLO	Through two three-hour seminars per week, requiring extensive preparation	Building on the skills developed at Stages 1 and 2, all modules at Stage 3 demand a higher level of	Students will demonstrate high level skills in the contextualisation and analysis of	By working more intensively on a particular subject across the term, students develop a more	Students take on significantly more responsibility for identifying and pursuing the most relevant	In some special subject modules students identify their own formative essay topics and	Students will demonstrate the ability to organise a demanding work load and a high

		By working on (and if applicable, assessed through)	preparation, individual and small-group presentations, and two formative essays,	a higher level of criticality. Some special subject modules consider how the display or physical	and analysis of visual material.	a more sophisticated appreciation of the cultural specificity of works of art.	most relevant readings and other sources, making connections as they go.	topics and approaches, in the context of the broader themes and questions raised	load and a high level of independence in terms of selecting material and preparing it
	BRIDGE DISSERTATION	Progress towards PLO	Through the independent study of historical literature and other sources, including visual material, students explore a topic of their own choosing in	Students will develop more advanced skills in evaluating argument and evidence as part of a sustained interdisciplinary research project.	Students will develop more advanced skills in the interpretation and contextualisation of visual materials as part of a sustained interdisciplinary	Students engage with a range of perspectives in more sophisticated ways, refining their ability to make meaningful connections, draw distinctions, and evaluate the	Students will develop higher-level research skills, identifying primary sources, including visual material, and developing a research methodology to interrogate their	Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence in a 10,000-word dissertation,	Students will submit a timetable of their work at the beginning of the process, carry out independent research with support and meet deadlines.
		By working on (and if applicable, assessed through)							