

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
History and Politics			
Level of qualification			
Please select:		BA 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
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	History		
Other contributing Departments:	Politics		
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>In this exciting combined degree course you will explore how human society works now and in the past, and how the contemporary political landscape has been transformed by long term processes such as globalisation and imperialism. You will examine closely the historical origins of some of the most pressing contemporary issues – including security, human rights, poverty and environmental change - and their political implications. You will analyse the meaning of ideas such as freedom and democracy, and investigate the factors that have shaped society and culture around the world over time. Our innovative research-led approach makes this degree unique, and we pride ourselves on the world-leading quality of our teaching. You will be working alongside leading international experts engaged in cutting-edge research to make connections and comparisons about human society and culture across long periods of historical time and between very different parts of the globe. In your first year, you will gain a broad understanding of the core issues in history and politics. In subsequent years, you can tailor your degree to your own interests, choosing from a wide breadth of optional modules so that you can understand the relationship between historical processes and contemporary issues. You will gain the knowledge and the practical skills to play your part in tackling some of the world’s most important problems. You will develop the ability to undertake independent research and formulate persuasive arguments. You will be prepared for a variety of different careers, including government, the civil service, research and policy-making, international organisations and NGOs, business and the financial sector. We foster and promote values of tolerance, sustainability and inclusion. We will help you fulfil your potential and become a global citizen.</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 in-depth understandings of historical scholarship, and a sophisticated appreciation of the origin and use of different approaches to interpreting the past		

2	Approach problems in a critical and questioning fashion, including the evaluation of the arguments and analytical methods of others and the assessment of the value and significance of different forms of evidence.
3	Understand the origins, evolution and contemporary dynamics of politics.
4	Undertake independent research by constructing meaningful and productive research questions, applying appropriate theories and concepts, producing a research methodology, understanding sources in context, gathering and interpreting data and arriving at appropriate conclusions
5	Demonstrate versatility in their ability to interpret and deploy a variety of information types, including digital resources, material culture, visual imagery, texts, databases and statistical information.
6	Convey ideas with clarity and precision and make sophisticated, distinctive and persuasive arguments based on evidence and the use of analytical frameworks.
7	Achieve goals by demonstrating initiative, self-organization, and time management in individual or collaborative work.
8	Use insights gained from the study of the factors that have shaped societies and their institutions across history, and around the world, to engage constructively and critically as global citizens with the political, cultural, social and ethical aspects of contemporary debates.

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 high level cognate skills including critical thinking, textual analysis, research skills and the ability to evaluate evidence, theory and argument . History and Politics graduates are able to describe and analyse the historical origins and development of contemporary political institutions and systems and relate abstract theoretical models to real world examples.

<p>ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:</p> <p>These PLOs describe a set of skills and attributes that allow York History and Politics graduates to pursue successful careers and make a contribution to their communities. History and Politics graduates have great self reliance and the organizational abilities to lead project work. They have the expertise to know how to undertake research in order to identify material, or solutions, to problems. They have high level skills in the analysis of complex problems and are able to use theoretical tools to grasp real world issues.</p>
<p>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)?</p> <p>In Politics, the new What is Politics? module makes use of student blogs to promote collaborative work and online feedback. The Department of Politics is trialing Lecture Capture in core modules and the Political Enquiry and Dissertation modules now make use of self-lecture capture. Through integrating these changes in the core modules we aim to provide a basis for the wider use of these digital tools throughout the programme. The Department of Politics is also exploring opportunities to build on a trial of a simulation exercise based on preparation activities run through the VLE. In History, York undergraduates learn how to find and evaluate evidence from digital locations in Stage 1 and 2 modules so they can carry out a piece of independent research using digital tools and resources. They become highly skilled in finding material and evaluating its reliability and utility. They know how to create carefully referenced and formatted documents and attractive and well-structured presentations. The department is trialling ResponseWare for use in Stage 1 and 2 lectures.</p>
<p>iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?</p> <p>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/</p> <p>Students will gain a range of transferable skills including the ability to analyse complex ideas, arguments and theories; problem-solving; intellectual independence and the ability to engage with different types of information and convey ideas with imagination and precision. Combined honours in History and Politics allows students to engage with the unpredictable and contingent character of social reality while also working with abstract models and general principles - and students develop an understanding of the utility of one in allowing the grasp of the other. The study of History and Politics gives students considerable insight into the origin and nature of the modern world and allows them to play a part in solving some of the world's most pressing problems. Students will be prepared for a variety of different careers, ranging from government, the civil service, research and policy-making, international organisations and NGOs, business and the financial sector.</p>
<p>vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?</p> <p>Students have a personal supervisor who oversees academic progress and this supervisor will make recommendations to students if they receive notification from tutors that students require support or if a student identifies such a need themselves. The Disability Officer in the department ensure that student needs are met across the department in terms of teaching and learning.</p>
<p>vii) How is teaching informed and led by research in the department/ centre/ University?</p> <p>Students benefit from our research-led approach to teaching - their tutors are academics that are internationally recognised in their fields and all are actively researchers - and gain knowledge from top academics at the forefront of current debates. Option modules have courses designed by the tutors who teach them and these tutors ensure that the material studies reflects current the state of work and debate in the field. Stage Three modules includes courses that provide an in depth engagement with the cutting edge of research. Each 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. The Chair of Teaching Committee attends fora and training sessions run by the University and liaises with the E-learning team. All History modules are scrutinized by the Teaching Committee, the department operates a system of peer support for teaching including observation of all PGWTS and all members of staff are required to respond to student feedback on courses. New members of staff are required to complete the PGCAP and PGWT are given extensive training to support their teaching.</p>

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 have gained important skills in time management, effective note taking, and planning and executing projects such as essay work by the end of Stage One. They are given examples of materials and problems to work on and models of method and approach. As they progress in their degree, they work increasingly independently. They select their own problems and material to work on, develop their own questions and methodologies, apply understandings from Stage 1 and 2 courses to new problems and work on a more challenging selection of material. Their contributions in seminars and essay and project work become more critical, analytical and nuanced and they show greater awareness of theory, context and linkages.

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Students will have broad understandings of long term historical change, some insights into the nature of historiographical debate and some in depth understandings.</i>	Students will be familiar with models of critical engagement presented to them and begin to develop their own skills in this area with tutor support.	By engaging with lecture content and discussing key readings, students will be able to, identify the philosophical, normative and practical origins and evolution of politics with support from tutor and the use of exemplars	Students will gain an insight into the development of research questions and the selection of appropriate evidence by the study of existing research projects.	Students will know how scholars use different types of evidence and gain some experience in interpreting evidence	Students will have gained experience in communicating their ideas	Students will have good time management skills	Students will see models of how ideas in politics can be applied to real world situations and the historical origins of political institutions.

Stage 2

On progression from the second year (Stage 2), students will be able to:

Assess the strengths and weaknesses of the concepts, theories and methods of History and Politics, evaluating their coherence and usefulness in addressing problems. Students will demonstrate increased autonomy and ability to think critically about problems and to use different sources in a judicious way

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Students will have deeper understandings of a number of topics and a good grasp of various historiographical issues.</i>	Students will be working more independently than in Stage 1 and be able to make their own evaluation of argument and evidence	Students will be able to, identify the philosophical, normative and practical origins and evolution of politics with less support from their tutors than in Stage 1	Students will be able to formulate research questions of their own and select evidence for themselves.	Students will know how to find suitable evidence and be familiar with a broader range of different types than they did at the end of Stage 1	Students will be more sophisticated and fluent in communicating their ideas and using analytical frameworks	Students will have a good idea of how to plan a large project	Students will have practised applying ideas in politics to real world situations and understand the historical origins of political institutions.

Stage 3

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 Politics	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:	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:	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 into or out of the programme in accordance with University Regulations. Transfers will be dependent upon student numbers and available places. Transfers can normally only take place in the first four weeks of Stage 1 or in the summer between Stages 1 and 2.

Transfers into the BA in History and Politics are normally only possible in the first four weeks of Stage 1. Transfer requests are normally judged on the following criteria:

- Whether the student can complete the requirements of the programme;
- Whether there is space on the programme;
- Whether the student would have been accepted if he/she had applied to the programme initially; and
- The student's performance so far at York. Students applying to transfer at the end of Stage 1 would have to pass the stage to progress and normally be expected to have an average of 60 in History or Politics modules.

Transfers into the BA in History are dependent upon student numbers and available places.

Transfers into the BA in Politics are permitted in the first four weeks of Stage 1 or in the summer between Stages 1 and 2. Transfers into Politics are normally judged on the following criteria:

- Whether the student can complete the requirements of the programme (The Board of Studies in Politics will accept a reasonable substitution of Stage 1 modules to facilitate a transfer from a combined programme to single-subject Politics at the end of Stage 1.);
- Whether there is space on the programme;
- Whether the student would have been accepted if he/she had applied to the programme initially; and
- The student's performance so far at York. Students applying to transfer at the end of Stage 1 would have to pass the stage to progress and normally be expected to have an average of 60 in Politics modules.

Transfers into the BA in Politics with International Relations are unlikely to be possible as the latter is usually full.

Transfers to other combined degree programmes involving History or Politics are at the discretion of the relevant Board of Studies and Combined Boards of Studies.

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

Yes

Additional details:

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

Transfers can normally only take place in the first four weeks of Stage 1 or in the summer between Stages 1 and 2.

Transfers into the BA in History and Politics are normally only possible in the first four weeks of Stage 1. Transfer requests are normally judged on the following criteria:

- Whether the student can complete the requirements of the programme;
- Whether there is space on the programme;
- Whether the student would have been accepted if he/she had applied to the programme initially; and
- The student's performance so far at York. Students applying to transfer at the end of Stage 1 would have to pass the stage to progress and normally be expected to have an average of 60 in History or Politics modules.

Transfers into the BA in History are dependent upon student numbers and available places.

Transfers into the BA in Politics are permitted in the first four weeks of Stage 1 or in the summer between Stages 1 and 2. Transfers into Politics are normally judged on the following criteria:

- Whether the student can complete the requirements of the programme (The Board of Studies in Politics will accept a reasonable substitution of Stage 1 modules to facilitate a transfer from a combined programme to single-subject Politics at the end of Stage 1.);
- Whether there is space on the programme;
- Whether the student would have been accepted if he/she had applied to the programme initially; and
- The student's performance so far at York. Students applying to transfer at the end of Stage 1 would have to pass the stage to progress and normally be expected to have an average of 60 in Politics modules.

Transfers into the BA in Politics with International Relations are unlikely to be possible as the latter is usually full. Transfers to other combined degree programmes involving History or Politics are at the discretion of the relevant Board of Studies and Combined Boards of Studies.

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
			Communicate in-depth understandings of historical scholarship, and a sophisticated appreciation of the origin and use of different approaches to interpreting the past	Approach problems in a critical and questioning fashion, including the evaluation of the arguments and analytical methods of others and the assessment of the value and significance of different forms of evidence.	Understand the origins, evolution and contemporary dynamics of politics.	Undertake independent research by constructing meaningful and productive research questions, applying appropriate theories and concepts, producing a research methodology, understanding sources in context, gathering and interpreting data and arriving at appropriate conclusions	Demonstrate versatility in their ability to interpret and deploy a variety of information types, including digital resources, material culture, visual imagery, texts, databases and statistical information.	Convey ideas with clarity and precision and make sophisticated, distinctive and persuasive arguments based on evidence and the use of analytical frameworks.	Achieve goals by demonstrating initiative, self-organization, and time management in individual or collaborative work.	Use insights gained from the study of the factors that have shaped societies and their institutions across history, and around the world, to engage constructively and critically as global citizens with the political, cultural, social and ethical aspects of contemporary debates.
1	Making Histories	Progress towards PLO	Students will gain an introduction to the study of	Students will begin to develop a critical		Students will gain an introduction to identifying	Students will see something of the variety of sources	Students will gain experience in conveying their	Students will gain skills in time management and	Students will begin to grasp diversity of
	What is Politics?	Progress towards PLO		Through lectures seminar exercises and independent	Through lectures seminar exercises and independent	Learning a range of skills pertaining to	Skills-sessions (in the lecture programme):	Literature review (formative, 1000 words); Essay	Collaborating in seminar tasks and outside the	
	Politics Option	Progress towards PLO		Through	Introducing	Conducting		Learning	Engaging in	Making

		PLO		Lectures; seminar preparation;	competing conceptualization	research on historical and		communication skills and	group collaboration in	connections between
	Thinking Through History	Progress towards PLO	guided reading and lectures will allow students	Students will evaluate arguments in	Students will gain insight into the importance of	Students will gain insight into the research		Students will develop an ability to convey ideas	Students will acquire some of the skills	Students will begin to grasp diversity of
	From Rome To Renaissance	Progress towards PLO	Readings, lectures and discussion groups	Students will develop the ability to		Students will gain understanding of how questions	Students will see something of the variety of sources	Students will develop an ability to convey ideas	Students will gain skills in executing a task and	Students will begin to grasp diversity of
	Citizens, Comrades and Consumers	Progress towards PLO	Readings, lectures and discussion groups	Students will develop the ability to		Students will gain understanding of how questions	Students will see something of the variety of sources	Students will develop an ability to convey ideas	Students will gain skills in executing a task and	Students will begin to grasp diversity of
2	Histories and Contexts	Progress towards PLO	Students will build on the first year lecture	Students will continue to develop a critical		Students will see how historians place sources in	Students will develop greater understanding	Students will further refine their ability to	Students will gain further practice in time	Students will understand the factors important
	Political Text	Progress towards PLO		Through lectures, readings and seminars, developing the ability to critically analyse arguments in	Through lectures, readings and seminars, developing critical understanding of the relationship			Learning communication skills and presenting arguments in a clear and structured way	Engaging in group collaboration in seminars	Gain insight into the origin of contemporary political and economic institutions
	Political Process	Progress towards PLO		Through lectures, seminar preparation, seminar exercises and independent study develop a critical approach	Developing a good knowledge of the main institutions that regulate political processes in contemporary			Learning communication skills and presenting arguments in a clear and structured way	Engaging in group collaboration in seminars	Gain insight into the origin of contemporary political and economic institutions at the level of the
	Explorations	Progress towards PLO	Guided independent study and seminar activities such as discussion, presentations,	Students will further refine their abilities to critique historical argument and evaluate evidence through		Students will develop the skills of identifying suitable evidence for themselves and contextualising it	Students will develop the skills of identifying suitable evidence for themselves and contextualising it	Students will convey their ideas with increasing precision and sophistication and use evidence	Students work collaboratively on a project, organising their own programme of work and meeting	Students will understand the factors important in leading to specific historical events or phenomena
	Disciplines of History	Progress towards PLO	TBC							
3	Dissertation - History	Progress towards PLO	Students will build on the	With support from dissertation		Students will produce a	Students will be able to Interpret,	Students will be able to convey	Students will plan a timetable of	Students will develop a deep

			knowledge gained through the Period topic, Histories and Contexts and	lectures, and one-to-one discussions with a supervisor Students will		research question, develop a methodology and undertake	interrogate and deploy different forms of evidence and students will	ideas with clarity and precision and make sophisticated, original	work over the course of a year, carry out independent research and	understanding of the factors that shaped societies and events.
	Dissertation - Politics	Progress towards PLO		Dissertation workshops; seminar exercises; independent study will help students to	Carrying out a piece of independent research and analysis, which will aim to make a distinctive	Department-led dissertation workshops; Library-led dissertation Workshops on finding sources,		10,000 word dissertation; dissertation poster sessions; and Q&A sessions will help students in	Students will plan a timetable of work over the course of a year, carry out independent research and	By reflecting on their own role in the research process and considering the ethical and normative
	Politics option	Progress towards PLO			in-depth explorations of specific areas or issues of Politics and International Relations, drawing from	these modules emphasise the development of analytical skills, allowing students to conduct independent		Student will be able to enhance their communication skills, enabling students to communicate	Students will be able to execute a programme of work independently and know how to extend their own	students will be able to engage constructively and critically as global citizens with the political, cultural, social
	Special Subject	Progress towards PLO	By guided independent study and seminar activities One formative essay and two formative	Students will have high level skills in evaluating argument and evidence.		Students will have high level skills in understanding sources in context.	Students will be able to Interpret, interrogate and deploy different forms of evidence	By making verbal contributions to seminar, formative work and individual meetings with tutors, writing	Students will be able to execute a programme of work independently and know how to extend their own	Students will have deep understandings of the diversity of historical explanation and experience