

Programme Information & PLOs			
BA (Hons) in History			
Level of qualification			
Please select:	Level 6 / Honours		
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N	No
		Year Abroad Please select Y/N	Yes
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	History		
Other contributing Departments:			
Programme Leader			
David Wootton			
Purpose and learning outcomes of the programme			
<p>As a History student at York you can create your own path through your degree by choosing from a wide variety of specialist options that build on our core modules. These options allow you to engage with cutting edge historical research from the medieval to the modern period, and explore the diversity of human and environmental history across a breadth of geographical locations. Our core courses will expose you to the range of process and events that historians investigate and will help you acquire key skills for the study of history. Our programme is distinctive in providing so many opportunities to make connections and comparisons of human society and culture across long periods of historical time and between very different parts of the globe. From your study of History, you will gain insight into the factors that have shaped the contemporary world. You will have the ability to interpret evidence of various types and make persuasive and fluent arguments. You will gain the self-reliance and confidence necessary to make a valuable contribution to your community and workplace. You will have the skills to lead project work and undertake independent research as a critical thinker, eloquent communicator and analytical and creative problem solver. History students from York are valued in the fields of law, teaching, heritage, policy-making and business.</p>			
<p>Programme Learning OutcomesPlease 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.</p>			
PLO	On successful completion of the programme, graduates will be able to:		
1	Communicate broad and deep understandings of historical scholarship, ranging from the medieval to the modern period, 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, evaluating arguments and assessing the value and significance of different forms of evidence.		
3	Engage with a range of perspectives on a historical event, and make comparisons and connections between different periods, places and societies		
4	Demonstrate highly developed research skills, including identifying useful material, understanding sources in context, producing a research methodology and constructing meaningful and productive research questions		
5	Interpret and deploy a variety of different types of information including digital resources, material culture, visual imagery, texts, databases and statistical information		
6	Convey ideas with clarity and precision in both written and verbal form and make sophisticated, original and persuasive arguments based on evidence, including the production of an extended piece of writing.		
7	Manage their time effectively so that they can successfully execute a programme of work		
8	Contribute to their communities and workplaces with an appreciation of the origins and value of social, political and cultural diversity and difference		
Programme Learning Outcome for year in industry (where applicable)			
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.			
Programme Learning Outcome for year abroad programmes (where applicable)			
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.			

N/A
Students have the option to apply to spend one term (Autumn or Spring) of Stage Two, or the whole of Stage Two, abroad. Learning outcomes as above, plus develop sophisticated insights into the origin and value of cultural difference and the confidence to negotiate unfamiliar working environments. They may also apply to transfer into the four year History with Year Abroad degree.
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 for History describe the high level cognate skills that students attain through a three year programme of studying history including becoming critical readers who can master and interrogate large volumes of text, becoming astute interpreters of 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 graduates go onto to pursue careers in a large range of different areas because of their facility with texts, their excellent communications skills, their ability to actively engage with a variety of types of information, their critical faculties and their ability to work without supervision. York History 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 a piece of independent research using digital tools and resources. They know how to create carefully referenced and formatted documents and attractive and well-structured 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 15 above. History students develop high level skills in time management and are very self-reliant. They also know how to work collaboratively. The study of History helps students develop critical and analytical reading 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 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.
vii) How is teaching informed and led by research in the department/ centre/ University? Lecturers in the History Department create options for the degree (Period Topic, Histories and Contexts, Explorations, Comparative Histories, Special Subject) that draw upon their own area of expertise and are informed by their research. The 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>In general - The degree is organised so that 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. Students have repeated opportunities to practice and apply their skills (set out in the PLOs) and the written tasks they are asked to are longer and more demanding in Stage 3 than Stage 1. 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 Stage 3 students choose relevant secondary and primary materials for themselves and receive less direction and intervention when they formulate their analysis.</i></p> <p><i>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>			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Stage 2							
On progression from the second year (Stage 2), students will be able to:				<p><i>By the end of Stage 2 students will demonstrate in-depth understandings of selected historical fields and topics, show critical engagement with historiography and be able to evaluate historical interpretation and analyse historical events. They will be able to evaluate the uses and significance of a range of 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 including Identifying appropriate primary sources, develop a research methodology and construct a research question.</i></p> <p><i>Students will be able to communicate increasingly sophisticated ideas with clarity and precision.</i></p>			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:				<p><i>engage in sophisticated historical research, analysis and writing, such that they can successfully work at MA level.</i></p>			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							

Management and Admissions Information							
This document applies to students who commenced the programme(s) in:						2018/19	
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 offer AAA or A*AB with a minimum A in History							
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	
BA (Hons) in History	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No
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:	<input type="checkbox"/>	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?		
https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf		
Please Select Y/N:	<input checked="" type="checkbox"/>	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?	<input type="checkbox"/>	No
If yes, what are the reasons for this exemption:		
Study Abroad (including Year Abroad as an additional year and replacement year)		
Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.		
Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad		
https://www.york.ac.uk/staff/teaching/procedure/programmes/design/		

Please Select Y/N:	Yes	
Additional information		
Transfers out of or into the programme		
ii) Transfers into 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.		
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.		
Exceptions to University Award Regulations approved by University Teaching Committee		
Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved	
n/a		
Date on which this programme information was updated:		
23/09/18		
Please note:		
<p>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.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>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.</p>		
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 broad and deep understandings of historical scholarship, ranging from the medieval to the modern period, and a sophisticated appreciation of the origin and use of different approaches to interpreting the past.	Approach problems in a critical and questioning fashion, evaluating arguments and assessing the value and significance of different forms of evidence.	Engage with a range of perspectives on a historical event, and make comparisons and connections between different periods, places and societies	Demonstrate highly developed research skills, including identifying useful material, understanding sources in context, producing a research methodology and constructing meaningful and productive research questions	Interpret and deploy a variety of different types of information including digital resources, material culture, visual imagery, texts, databases and statistical information	Convey ideas with clarity and precision in both written and verbal form and make sophisticated, original and persuasive arguments based on evidence, including the production of an extended piece of writing.	Manage their time effectively so that they can successfully execute a programme of work	Contribute to their communities and workplaces with an appreciation of the origins and value of social, political and cultural diversity and difference
1	Period Topic	Progress towards PLO	Students will gain an introduction to the study of history at degree level through an in-depth engagement with the scholarship and historiography related to one topic.	Students will begin to develop a critical approach to arguments and evidence	Students will assess the factors that influenced events and engage with a range of perspectives	Students will begin to place sources in context with guidance and examples from the tutor	Students will see something of the variety of sources available to historians through a selection chosen by the tutor	Students will gain experience in conveying their ideas clearly and precisely and make arguments based on evidence	Students will gain skills in time management and organisation.	Students will begin to grasp diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one assessed essay of 1500-2000 words	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned primary sources. One formative essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned primary sources. One formative essay.	Verbal contributions in seminars and individual meetings with tutor. One formative essay.	Organising workload outside of the seminar room. Producing work for deadlines. One formative essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned primary sources. One formative essay.
1	Making Histories	Progress towards PLO	Students will gain an introduction to the study of history at degree level through both broad and focussed engagement with scholarship including an introduction to historiography.	Students will begin to develop a critical approach to arguments and evidence.	Students will engage with a range of perspectives on a historical event. They will make comparisons between historical writing.	Students will gain an introduction to identifying material for research including primary sources.	Students will be introduced to the range of primary sources	Students will gain experience in the correct use of the academic apparatus.	Students will gain skills in time management and organisation. They will work independently and also collaboratively.	Students will begin to grasp diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Produce an annotated bibliography Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Produce an annotated bibliography Assessed by 2000 case study	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on the use of primary sources. Assessed by 2000 case study	Group project and annotated bibliography.	Guided independent study, group projects and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed by 2000 case study
1	From Rome to Renaissance	Progress towards PLO	Students will gain broad understandings of scholarship and historiography focussed on the period 1400-1650	Students will develop the ability to approach arguments and evidence critically.	Students will be able to analyse complex historical process and events, and make comparisons and connections between different places, periods and societies.	Students will gain understanding of how questions are formulated in history.	Engaging with the variety of sources	Students will develop an ability to convey ideas and make an argument based on evidence	Students will gain skills in executing a project and managing time effectively	Students will begin to grasp diversity of historical explanation and experience

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

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

1	Thinking Through History II	Progress towards PLO	Students will appreciate the origins and use of different interpretations of the past	Students will evaluate arguments	Students will engage with a range of perspectives and make comparisons and connections, including with content from the other Stage one Modules	Students will gain insight into the research questions, analytical frameworks and methodologies that historians use		Students will develop an ability to convey ideas and making argument based on evidence	Students will acquire some of the skills necessary for leading and executing a project and time management	Students will develop their understandings of the diversity of historical explanation and experience
		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessment–open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessment–open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessment–open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessment–open exam		Verbal contributions in seminars, and individual meetings with tutors. Assessment – open exam	Organising work outside of the seminar room. Producing lecture notes. Assessment – open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessment–open exam
		Progress towards PLO								
		By working on (and if applicable, assessed through)								
2	Histories and Contexts	Progress towards PLO	Students will build on Stage One lecture courses with an exploration of historical scholarship and historiography focussed on one big theme or topic.	Students will continue to develop a critical approach to arguments and evidence	Students will assess the factors that influenced events and engage with a range of perspectives. They will make connections with topics from Stage 1 courses.	Students will see how historians place sources in context and construct research questions.	Students will develop greater understandings of the variety of sources available to historians.	Students will develop their expertise in conveying their ideas clearly and making arguments based on evidence from secondary sources.	Students will gain skills in time management and organisation.	Students will develop their understandings of the diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay	verbal contributions in seminars and individual meetings with tutor. One formative essay and assessment by 2000 word essay.	Organising workload outside of the seminar room. Producing work for deadlines.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and summative assessment by 2000 word essay
2	Explorations	Progress towards PLO	Students will study a discrete topic in depth and have a good appreciation of the various approaches to interpreting the past.	Students will further refine their abilities to critique historical argument and evaluate evidence.	Students will be able to weigh the factors that shaped an event, engage with a range of perspectives and make connections	Students will develop the skills of identifying suitable evidence for themselves and contextualising it.	Students will gain an understanding of the variety of sources available and how to interrogate them.	Students will convey their ideas with increasing precision and sophistication and use evidence to support an argument.	Students work collaboratively on a project, organising their own programme of work and meeting deadlines.	Students will develop their understandings of the diversity of historical explanation and experience
		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam	Verbal contributions in seminars and individual meetings with tutor. One formative essay. Assessment – project and open exam	organising workload outside of the seminar room, planning and executing formative essay and project for deadlines	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and assessment by group project and open exam

2	Disciplines of History I	Progress towards PLO	Students will develop an understanding of different approaches to the practice of history over time	Students will have high level skills in evaluating argument and evidence.	Students will show sophistication in terms of engagement with a range of perspectives, their ability to make connections and the evaluation of the factors shaping an intellectual position.	Students will gain insight into the research questions, analytical frameworks and methodologies that historians use		Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on an awareness of different methodologies.	Students will gain skills in time management and organisation.	Students will develop a sophisticated understanding of the diversity of historical explanations which will be valuable in encountering different perspectives outside the academy
		By working on (and if applicable, assessed through)	Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay	Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay	Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay	Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay		Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay	Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay	Guided independent study supported by lectures and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned literature. Assessment: assessed essay
2	Disciplines of History II	Progress towards PLO	Students will evaluate the advantages and disadvantages of different approaches	Students will evaluate the advantages and disadvantages of different approaches	Students will engage with a range of perspectives and make comparisons and connections, including with content from other modules over the three stages	Students will gain insight into the research questions, analytical frameworks and methodologies that historians use		Students will develop an ability to convey ideas and make arguments within a sophisticated disciplinary matrix	Students will gain skills in time management and organisation.	Students will develop a sophisticated understanding of the diversity of historical explanations which will be valuable in encountering different perspectives outside the academy

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed essay.	Students will gain insight into the research questions, analytical frameworks and methodologies that historians use		Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed essay.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. Assessed essay.
		Progress towards PLO								
		By working on (and if applicable, assessed through)								
3	Dissertation	Progress towards PLO	Students will build on the knowledge gained through the Period topic, Histories and Contexts and Explorations modules in order to explore a topic of their own choosing in depth and develop a sophisticated appreciation of different approaches to interpreting the past.	Students will have high level skills in evaluating argument and evidence.	Students will show sophistication in terms of engagement with a range of perspectives, their ability to make connections and the evaluation of the factors shaping an historical event.	Students will have high level skills in identifying primary sources, developing a research methodology and understanding sources in context developed through lectures and advice from a supervisor.	Students will be able to Interpret, interrogate and deploy different forms of evidence	Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence.	Students will plan a timetable of work over the course of a year, carry out independent research and meet deadlines	Students will have deep understandings of the diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	independent study of historical literature supported by conversations with a supervisor and lectures in Stage Two.	independent study of historical literature supported by conversations with a supervisor and lectures .	independent study of historical literature supported by conversations with a supervisor and lectures .	Independent study	identify pertinent and productive primary material on their own and interpret this material.	writing a 10,000 word dissertation after discussing their ideas with their supervisor and receiving comments on a 3000 word draft.	organise their time over the course of a year in order to carry out a project on their own and meet deadlines.	independent study of historical literature supported by conversations with a supervisor and lectures .
3	Special Subject	Progress towards PLO	Students will build on the knowledge gained through the Period topic, Histories and Contexts and Explorations modules in order to explore a topic in depth and develop a sophisticated appreciation of different approaches to interpreting the past.	Students will have high level skills in evaluating argument and evidence.	Students will show sophistication in terms of engagement with a range of perspectives, their ability to make connections and the evaluation of the factors shaping an event.	Students will have high level skills in understanding sources in context.	Students will be able to Interpret, interrogate and deploy different forms of evidence	Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence.	Students will be able to execute a programme of work independently and know how to extend their own knowledge and skills.	Students will have deep understandings of the diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.	verbal contributions to seminar, formative work and individual meetings with tutors, writing gobbets and a short and long essays.	Organising substantial workloads outside of the classroom and Producing work for deadlines.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature. One formative essay and one formative gobbet. Assessed – 4000 word essay and closed exam.
3	Comparative Histories	Progress towards PLO	Students will build on the knowledge gained from previous modules such as Thinking Through History to explore a topic in comparative perspective	Students will develop high level skills in evaluating argument.	Students will be able to make comparisons and connections between different periods, places and societies,	Students will be able to produce a discussion of the methodologies and research questions used by historians.	Students continue to develop and understanding of the range of evidence used by historians.	Students will be able to convey ideas with clarity and precision and make sophisticated, original arguments	Students will be able to execute a programme of work independently and manage their time effectively	Students will have deep understandings of the diversity of historical explanation and experience

		By working on (and if applicable, assessed through)	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature.	Verbal contributions and written essays.	Organising substantial workloads outside of the classroom and Producing work for deadlines.	Guided independent study and seminar activities such as discussion, presentations, role-play, mind maps and group work focussed on assigned secondary literature.
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