

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA History and Economics			
Level of qualification			
Please select:			
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:	Economics		
Programme Leader			
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.			
John Bone			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>The study of History and Economics at York will give you deep insight into the nature of the world around you. It will allow you to see the origins of contemporary economic, political and social institutions and phenomena and raise sophisticated questions about the possibilities for the future. You will be able to use a range of skills and tools to analyse and explore the history of people and economic systems and events from different time periods and across the globe. Through the study of History and Economics you will become skilled in quantitative methods such as statistical analysis while also being able to communicate your ideas with clarity and precision. By moving between the disciplines of History and Economics you will be able to analyse and deploy different forms of evidence, from data to text. Your combined degree will give you a versatility that is valued in fields such as financial journalism, business law and management. You will gain the self-reliance and confidence necessary to make a valuable contribution in your chosen career. You will have the confidence to lead a project and work independently as a critical thinker, eloquent communicator and analytical and creative problem solver.</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, including the historical development of contemporary economic systems and institutions, and apply concepts and principles derived from economics to the interpretation of the past.		
2	Approach problems in a critical and questioning fashion, including the evaluation of existing arguments, economic models and methods, and the assessment of the value and significance of different forms of data and evidence.		
3	Engage with a range of theoretical and conceptual perspectives on economic systems and make comparisons and connections between the economic features of different periods, places and societies at a local and global level.		
4	Explore the causes of a historical or contemporary issue and make predictions, including identifying useful social, economic and financial data, constructing meaningful questions, deploying models, and applying mathematical methods and tools.		
5	Move at ease between a variety of information types, including material culture, visual imagery and databases with particular strengths in understanding and deploying information from texts and statistical, econometric and computer data.		
6	Convey complex ideas with clarity and precision and make sophisticated, original and persuasive arguments or predictions based on qualitative evidence, modelling techniques and data analysis.		
7	manage time and work load effectively in order to complete a project or execute a programme alone or in collaboration with others		
8	Use insights gained from the study of the factors that have shaped the economic life of different societies across history, and around the world, to engage constructively and critically with the political, cultural, social and economic aspects of contemporary debate and policy making.		

<p>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.</p>
<p>n/a</p>
<p>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.</p>
<p>n/a</p>
<p>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:</p>
<p>i) Why the PLOs are considered ambitious or stretching?</p>
<p>The PLOs for History and Economics describe the high level cognate skills that students attain through a three year programme of studying history and economics as a combined degree including the ability to use analytical tools, the ability to interpret both textual and numerical evidence and the development of excellent independent research skills.</p>
<p>ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:</p>
<p>Combined honours in History and Economics gives students the ability to critically engage with a wide range of different types of evidence, be able to apply tools and models from economics to make sense of real life situations while also understanding the limitations of theories and abstractions to describe the nature of society, institutions and events.</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>Students develop computational skills in the collation, processing and interrogation of data, including using Excel at a basic level, and more specialist packages at a more advanced level. Within the programme map mention is made of computer-based or online testing etc within some modules. 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</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)? 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>The PLOs support employability as they describe skills and attributes that are valued in wide range of graduate careers. These skills include data handling, modelling and prediction, the selection and deployment of textual evidence in support of an argument, high level communication skills, the ability to work without supervision and good time management and the skills to analyse complex real world situations. These abilities are valued in fields such as policy making, law, journalism, marketing, management, economics, business and teaching.</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>The modules created by tutors draw upon their specialist research area and will ask students to engage with cutting edge scholarship at the most challenging levels. Tutors create option courses with approval from the Teaching and Assessment Committee. Core courses are overseen by a Convenor who has responsibility for ensuring the course materials are kept up to date. Many modules include, on their reading lists, research published by the module teachers.</p>

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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:			<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. In Economics students move from simple problems in Stage one to more complex problems in Stage 2 and 3 and utilise key skills and techniques that are acquired in Stage One in the resolution of problems they encounter later on.</i>				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							
Stage 2							
On progression from the second year (Stage 2), students will be able to:			<i>Stage 2 has prepared students to be able to choose relevant secondary and primary materials for themselves and receive less direction and intervention when they formulate their analysis. In their economics modules, students will be able to build on more basic ideas and methods and work towards more difficult problems and techniques. They can broaden their knowledge to new areas of economic thought and experience as they progress through the degree and apply the principles and understandings they have developed in Stage one to new and unfamiliar problems in Stage two and then Stage three.</i>				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			<i>Global statement</i>				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							
Programme Structure							

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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 FOR DIAGRAMS																																			
20	Historical perspectives	ECO00007C		S																	E															
10	Probability 1	ECO00011C		S								E	A																							
10	Statistics 1	ECO00012C												S																					EA	
20	Making Histories	HIS00001C	S									E	A																							
10	Thinking Through History: Themes in Advanced Historical Studies 1	HIS00002C																																		
30	Citizens, Comrades and Consumers: The Making of the Modern World, 1650-Present	HIS00005C													S																					
30	Economics 1	ECO00001C		S																																
10	Mathematics	ECO00003C		S								E	A																							

Stage 2																																				
Credits	Module		Autumn Term										Spring Term										Summer Term													
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10				
20	Economics 2 - Microeconomic s	ECO00001I		S																																
20	Economics 2 - Macroeconomi cs	ECO00002I		S																																
10	Disciplines of History																																			

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 Economics	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
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
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:	No	
Careers & Placements - 'With Placement Year' programmes		
Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details). In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.		
Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
Study Abroad (including Year Abroad as an additional year and replacement year)		

<p>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.</p>	
<p>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</p>	
<p>https://www.york.ac.uk/staff/teaching/procedure/programmes/design/</p>	
<p>Please Select Y/N:</p>	<p>Yes</p>
<p>Additional information</p>	
<p>Transfers out of or into the programme</p>	
<p>ii) Transfers into the programme will be possible? (please select Y/N)</p>	<p>Yes</p>
<p>Additional details:</p>	
<p>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.</p>	
<p>ii) Transfers out of the programme will be possible? (please select Y/N)</p>	<p>Yes</p>
<p>Additional details:</p>	
<p>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.</p>	
<p>Exceptions to University Award Regulations approved by University Teaching Committee</p>	
<p>Exception</p> <p>Please detail any exceptions to University Award Regulations approved by UTC</p>	<p>Date approved</p>
<p></p>	<p></p>
<p>Date on which this programme information was updated:</p>	
<p></p>	
<p style="text-align: right;">23/09/2018</p>	

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, including the historical development of contemporary economic systems and institutions, and apply concepts and principles derived from economics to the interpretation of the past.	Approach problems in a critical and questioning fashion, including the evaluation of existing arguments, economic models and methods, and the assessment of the value and significance of different forms of data and evidence.	Engage with a range of theoretical and conceptual perspectives on economic systems and make comparisons and connections between the economic features of different periods, places and societies at a local and global level.	Explore the causes of a historical or contemporary issue and make predictions, including identifying useful social, economic and financial data, constructing meaningful questions, deploying models, and applying mathematical methods and tools.	Move at ease between a variety of information types, including material culture, visual imagery and databases with particular strengths in understanding and deploying information from texts and statistical, econometric and computer data.	Convey complex ideas with clarity and precision and make sophisticated, original and persuasive arguments or predictions based on qualitative evidence, modelling techniques and data analysis.	manage time and work load effectively in order to complete a project or execute a programme alone or in collaboration with others	Use insights gained from the study of the factors that have shaped the economic life of different societies across history, and around the world, to engage constructively and critically with the political, cultural, social and economic aspects of contemporary debate and policy making.
One	Making	Progress	Lectures,	Students will			Students will see	Students will be	Students will gain	Students will begin to

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	Histories	towards PLO	discussion groups and course readings will allow students to gain an introduction to the skills necessary for the study of history at degree level through both broad and focussed engagement with scholarship including an introduction to historiography. This course requires students to reflect upon the question - how is history made?	debate the arguments of the scholarship they read in their seminar discussions and make comparisons between different arguments in the scholarship..			something of the variety of sources available to historians through a selection chosen by their lecturers, tutors and in the scholarship they read for the course	taught how to use the academic apparatus correctly and how to structure an argument in their writing. They will develop their skills in writing by producing an annotated bibliography, a group project and a case study.	skills in time management and organisation. They will work independently on producing an annotated bibliography and case study and also collaboratively for a group project.	grasp the diversity of historical explanation and experience by looking at the different ways in which historians have interpreted the same event.
	Economics 1 -	Progress		Some	Some	Students will gain	in	Students will be	Students will	Students will begin to

	Macroeconomics or Microeconomics	towards PLO		understanding of the nature and scope of models	understanding of basic theoretical concepts and principles of microeconomics, in particular equilibrium (including in games), rationality, risk and information, and some experience of their application mainly to economic situations or how macroeconomic phenomena such as growth, inflation unemployment and exchange rates are co-determined, and responsive to policy choices such as interest rate-setting, fiscal policy and trade policy. Assessed through exam questions designed to test understanding of these concepts and principles.	insight into how economists construct questions and apply models	Macroeconomics Students will develop an understanding of how national accounts are constructed and measured, and the difficulties of precise measurement of GDP and therefore economic growth and inflation.	required to provide extended written expositions in which they achieve an appropriate balance of verbal arguments, diagrammatic and/or mathematical explanations.	develop organisational and time-management skills as they plan their workload and meet deadlines	consider the ways in which economic models relate to real world problems
	Mathematics I	Progress			Some	through formative	Some	ndirect progress,	Students will	

		towards PLO			<p>understanding of mathematical techniques commonly used in the literature</p>	<p>exercises, supported by lectures, practicals and seminars, that develop the manipulation, differentiation etc, of exponential and logarithmic functions students will gain Some understanding of the nature and possibilities of mathematical models, and of the principal mathematical techniques used in modelling, especially optimisation. Assessed through exam questions designed to test</p>	<p>understanding of how underlying trends in data can be characterised mathematically, in particular exponential growth</p>	<p>in providing necessary mathematical techniques for a range of subsequent Economics modules</p>	<p>develop organisational and time-management skills as they plan their workload and meet deadlines</p>	
	Historical	Progress	Through	From historical				By introduction of	Students will	Students will gain new

	Perspectives	towards PLO	lectures, and by developing understanding through private study, seminar discussions and group essays. Students will examine how episodes of economic growth and decline can be explained by reference to key economic principles and concepts in order to understand the complexity of economic reality and the difficulty of applying such concepts and principles appropriately. Assessed through exam essay questions	examples of the interaction between macro-economic phenomena such as inflation, exchange rates, and economic growth and the policy choices that accompanied them, students will learn how to analyse and evaluate the effect of policy making on such economic phenomena			historical examples of growth alongside modern studies, students will develop a deeper knowledge of economic phenomena that will enable them to understand and communicate the complexity of economic analysis to others both verbally and in their essay work.	develop organisational and time-management skills as they plan their workload and meet deadlines. They will gain experience in group work.	insights into the ways in which economic models relate to real world problems
	Probability 1	Progress			By the application	Students will also	By studying simple	Students will	

		towards PLO			<p>of a probabilistic model to simple examples, students will be able to show that many economic phenomena may only be understood in terms of a choice in a probabilistic environment.</p>	<p>be able to describe and apply the two core concepts in introductory probability, the Law of Large Numbers and the Central Limit Theorem. Probability theory also underpins statistical and econometrical inference, which is studied in subsequent modules. By working on probability, will then be able to characterize and interpret properties of the stastical/econome tric estimates in terms of their distributional assumptions. Core concepts in probability theory are assessed</p>		<p>proofs in detail, students will learn how to present arguments with mathematical precision. The exam requires students to communicate with a strong emphasis on mathematical rigour.</p>	<p>develop organisational and time-management skills as they plan their workload and meet deadlines</p>	
	Statistics 1	Progress		This module		Students are	Students are			One area of emphasis of

		towards PLO		provides introductory statistical tools of comparison, difference in means and difference in proportions, important in the empirical evaluation of policies.		expected to be able to apply appropriate statistical models of sample mean and sample proportions. The final lecture is devoted to students practicing statistical analysis using publicly available empirical data in business and	expected to be able to apply appropriate statistical models of sample mean and sample proportions. The final lecture is devoted to students practicing statistical analysis using publicly available empirical data in business and			this module is the thorough presentation of statistical inferential results, so that the presenter can defend his/her results from potential criticism.
	Citizens Comrades and Consumers	Progress towards PLO	Through lectures, discussion groups and reading historical scholarship, students will gain broad understandings of historical themes and events and the historiography that is concerned with these for the period 1650-	Students will develop the ability to approach arguments and evidence critically through the discussions in seminars in which different historical interpretations are compared.			Students will gain insight into the utility of a range of different types of sources through the examples discussed in lectures and the evidence used in the scholarship	Students will write two formative essays and two assessed essays in which they will convey their own arguments. These will draw upon the readings and the seminar discussions	Students will gain skills in executing a project and managing time effectively by organising their own workload of seminar preparation and essay writing. They will work in small groups in the seminars in order to formulate their responses to the literature.	Students will begin to grasp the diversity of historical explanation and experience by looking at the different ways in which historians have interpreted the same event.
	Thinking Through	Progress towards PLO	Through lectures and readings that	Students will be given a model of				Students will convey their	Students will gain skills in time	This course has been created to focus

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	through History	towards PLO	and readings that present unfamiliar approaches to the study of history across long periods of time or large geographical areas students will have the opportunity to reflect upon the value of different approaches to the study of the	given a model of critical engagement in the lectures and develop their own critical abilities by responding to a question set by the tutors in a 2000 word essay				convey their understandings and make an argument in a 2000 word essay that uses evidence from the course readings.	skills in time management by selecting readings for themselves and planning for an open exam.	created to focus attention on the use of comparisons between different times and different places and will encourage students to see history from more than one perspective.
Two	Histories and Contexts	Progress towards PLO	Students will build on the first year lecture courses with an exploration of historical scholarship and historiography focussed on one big theme or topic through lectures, discussion groups and course readings.	students will continue to develop a critical approach to arguments and evidence through discussion of the scholarship in groups, with interventions and by their tutors to help them develop deeper engagement. They will be encouraged to approach the scholarship critically in their written work.			Through the lectures and readings students will see how historians place sources in context and construct research questions. They will practice these skills in writing an essay, receiving feedback and then writing a second essay..	Students will develop their expertise in conveying their ideas clearly and precisely and making argument based on evidence from secondary sources by writing two essays with feedback on the first one to help improve the second.	Students will use the experiences of Stage one to plan their time effectively and manage their workload of weekly readings and two essays. They will gain further experience in group working through the discussion groups.	Students will further develop their understandings of the diversity of historical explanation and experience
	Economics 2-Microeconom	Progress towards PLO	Students develop their		Students study fundamental	Students learn the economic			Students will gain further experience	Students will gain further insight into the

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	Microeconomics	Progress towards PLO	Further understanding, building on Microeconomics 1, of core theoretical concepts and principles of microeconomics, and their application mainly to economic situations.		Fundamental models of consumer and producer behaviour, game theory and imperfect competition, and general equilibrium theory. Extensive use is made of the mathematical techniques taught in the first year.	Economic intuition underlying the results obtained from formal economic models.		Further experience in time and workload management as they work on Problem sets, supported by lectures and seminars. Assessed through exam.	Further insight into the nature of the economic life of different societies	
	Economics 2-Macroeconomics	Progress towards PLO		Students will master and critically evaluate more advanced types of theoretical macroeconomic model, including models involving uncertainty, optimisation and dynamics. Students will understand and evaluate the main ideas of the important schools of macroeconomic thought and the contributions of some classic papers in the macroeconomic literature.	Students will learn about more sophisticated macroeconomic concepts such as rational expectations and their relevance for debates such as whether, and how, policymakers can systematically affect real macroeconomic variables like GDP.	Theories of economic growth will be analysed in the context of understanding observed historical growth performance within and across countries		Students will be required to provide extended written expositions in which they achieve an appropriate balance of verbal arguments, mathematical derivations and diagrammatic explanations. Their expositions will also demonstrate the ability to select the material most relevant to the specific question asked and to apply it to that question.	Students will work independently Taking notes which summarise and synthesise the ideas in a student's own way, not relying purely on reproducing detailed slides prepared by the lecturer. Writing formative essays. Answering short technical questions in online tests on the VLE and in preparation for seminars. Assessed through writing essays and short technical answers in the summer-term exam.	Students will gain further insight into the relationship between economic models and real world situations
	Econometrics	Progress towards PLO		Lectures, self-study and	Improving understanding of		Students are required to derive	produce a clear, formal argument	Students will develop further	

		towards PLO		study and consideration of problem sets. develop students' appreciation of the techniques widely used in estimating models and testing hypotheses is enriched by being taught to derive the underlying results for themselves.	understanding of key terms used in the empirical economics literature.		required to derive results using formal mathematical reasoning and terminology.	formal argument underpinning a result, in which assumptions and contributory lemmas are stated clearly, and to apply those results to new situations.	develop further their ability to manage a work load and meet deadlines	
	Economics, growth and	Progress towards PLO	lectures, presentations by	Students will understand and	Some understanding of		Use of key data series used in		Students will be required to provide	Policy choices and how they differed between

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	growth and development	towards PLO	presentations by students of specific examples and discussion of findings in seminars allow students to apply of economic definitions, principles and establish potential explanations for economic growth and development in the international economy. Assessed through unseen written examination in which students expected to introduce, recognise, differentiate between, use and discuss such concepts and	understand and evaluate the main ideas of the important schools of economic history and the contributions of some classic papers in the economic history literature	understanding of the nature and scope of models in economic history, including an awareness of the assumptions (and their plausibility) in such models.		series used in economic history and economics, such as the Maddison data base, Eurostat, Office of National Statistics etc	required to provide extended written expositions in which they achieve an appropriate balance of verbal arguments and diagrammatic explanations. Their expositions will also demonstrate the ability to select the material most relevant to the specific question asked and to apply it to this question.	they differed between different European countries (including their effectiveness) form part of the discussion of most of the topics covered in the module.	
	Explorations	Progress towards PLO	Through seminar discussions	Through seminar discussion of		Through a group project students	Through a focus on the use of	Students will convey their ideas	Students will work independently and	By building on previous course they have done.

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		towards PLO	discussions focussed on a selection of readings, students will study a discrete topic in depth and have a good appreciation of the various approaches to interpreting the past.	discussion of historical scholarship, and by debate with their peers, students will further refine their abilities to critique historical argument and evaluate evidence. They will formally present their evaluations in individual essay work and a group project.		project students will undertake an independent investigation concerned with the causes of a historical event	on the use of evidence by historians in the seminars and the planning and execution of a group project, Students will develop the skills of identifying suitable evidence for themselves and analysing it in context.	convey their ideas with increasing precision and sophistication and use primary evidence effectively to support an argument in their group project.	independently and also collaboratively on a project, organising their own programme of work and meeting deadlines.	course they have done, making comparison and extending their understandings, students will further develop their understandings of the diversity of historical explanation and experience
Three	Economics Option	Progress towards PLO	lectures, presentations by	Lectures, self-study and	Lectures, self-guided study and	Students learn the economic	Use of key data series used in	Students will be required to	Students will gain further experience	Students will gain further insight into the

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	Option module	towards PLO	presentations by students of specific examples and discussion of findings in seminars allow students to apply of economic definitions, principles and establish potential explanations for economic growth and development in the international economy. Assessed through unseen written examination in which students expected to introduce, recognise, differentiate between, use and discuss such concepts and	study and consideration of problem sets. develop students' appreciation of the techniques widely used in estimating models and testing hypotheses is enriched by being taught to derive the underlying results for themselves. Assessed through examination	guided study and presentations will allow students to make comparisons between the field of economics under study and ideas, or examples from other modules and time periods.	economic intuition underlying the results obtained from formal economic models.	series used in economic history and economics, such as the Maddison data base, Eurostat, Office of National Statistics etc	required to provide extended written expositions in which they achieve an appropriate balance of verbal arguments, mathematical derivations and diagrammatic explanations. Their expositions will also demonstrate the ability to select the material most relevant to the specific question asked and to apply it to that question.	further experience in time and workload management as they work on Problem sets, supported by lectures and seminars. Assessed through exam.	further insight into the nature of the economic life of different societies
	Dissertation	Progress towards PLO	Students will build on the	Through discussions with		Students will plan and execute	Students will have high level	Students will be able to convey	Students will demonstrate	Students will have deep understandings of the

		towards PLO	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. They will work independently with input from a supervisor to guide their understanding of the topic they	discussions with a supervisor students will develop high level skills in evaluating argument and evidence.		and execute research through discussion with a supervisor	have high level skills in understanding sources and interrogating in context and will use digital search engines, archives and databases, as well as physical locations and materials in their research.	able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence in producing a 10,000 word dissertation. They will improve their abilities by producing a 3000 word draft for which they will receive extensive written feedback. They will receive verbal feedback in their dissertation meetings.	demonstrate advanced skills in executing a project on their own. They will plan a timetable of work over the course of a year, carry out independent research and meet deadlines	understandings of the diversity of historical explanation and experience
	Special Subject	Progress towards PLO	Through seminar discussion	Through discussion.			Through the discussion of	By writing a 2000 and 4000 word	Students will be able to execute a	This in depth exploration of a topic

	Subject	Towards FLO	<p>discussion focussed on primary and secondary sources, 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 apply an increasingly sophisticated appreciation of different approaches to interpreting the past.</p>	<p>discussion, gobbets and essay work students will be able to interrogate different forms of evidence and evaluate argument.</p>			<p>discussion of evidence in seminars and the writing of source analyses, students will develop high level skills in interpreting primary sources, and understanding sources in context</p>	<p>and 4000 word essay, gobbet answers and a short exam students will be able to convey ideas with clarity and precision and make sophisticated, original arguments based on evidence. They will present their ideas verbally in a three hour seminar every week over two terms.</p>	<p>able to execute a programme of work independently and know how to extend their own knowledge and skills. They will work on small groups in the seminar.</p>	<p>Exploration of a topic over the year will give students deep understandings of the diversity of historical explanation and experience</p>
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