University of Plymouth

Faculty of Arts, Humanities and Business
School of Society and Culture

Programme Specification 2021/22

BA (Hons) History

This award incorporates an integrated Foundation year.

Definitive Document Approved: 28 February 2018
Implementation Date: September 2018

Amended by Minor Change: 5/12/18, 4/12/19, 25/11/20 & 22/04/21

1.   **Final award title (Full)**

     BA (Hons) History

     Level 5 Intermediate award title(s)
     Diploma of Higher Education (DipHE)

     Level 4 Intermediate award title(s)
     Certificate of Higher Education (CertHE)

     Level 3 Intermediate award title (s)
     N/A

     UCAS code: V101
     HECoS code: 100302 / history

2.   **Awarding Institution:**   University of Plymouth
     Teaching institution(s):   University of Plymouth

3.   **Accrediting body**(ies)   **n/a**

4.   **Distinctive Features of the Programme and the Student Experience:**

     Level 3

     1. At Level 3, we offer a distinct inter-disciplinary learning environment which prioritises in-class and experiential learning. It offers higher levels of academic and pastoral support to the new students, while simultaneously developing a sense of being part of a wider student community. It offers Level 3 students the benefits of a Higher Education environment through a range of curricular and extra-curricular opportunities. We aim to provide opportunities for non-standard entry students to embark upon a degree programme.

     Levels 4-6

     2. At Levels 4-6, students study a wide range of periods and geographical contexts, a choice that is not always available in the departments of 'new universities', e.g.:

        ➢ early modern history
        ➢ military history
        ➢ East Asia
        ➢ South Asian and Imperial history

> ➢ US history
> ➢ Oral history

3. Students will work with tutors who are specialists, publishing in their field, and progress across the degree programme through research-informed teaching and learning.
4. Students will engage in seminar work that is grounded in primary sources at all levels of study, including sources at local records offices and at the National Archives at Levels 4, 5, and 6, and web-based and electronic sources. There is also an opportunity for Level 6 students to use the archives of the Roosevelt Centre in the Netherlands.
5. In Levels 5 and 6, students will increase their engagement with primary research, a process which culminates in the individually – researched 12,000-word dissertation based on primary sources.

<u>Levels 3-6</u>

Across their entire degree Programme, students will:
6. have the opportunity to be part of an active member of a community characterised by the 'open-door policy' of staff-student contact, which includes a personal tutorial system – their Foundation Stage Lead in Level 3, and their Personal Tutor in Levels 4, 5 and 6 – that applies a student friendly approach; instant access to tutors if available; designated office hours; appointment by email or phone.
7. benefit from a close relationship with local community history through Historical Association and Peninsula Arts activities.
8. Have opportunities for field visits as part of the curriculum and for one-year and, of special note in Level 5, options are open to experience one-semester exchanges with US and European universities.

5.   Relevant QAA Subject Benchmark Group(s)
QAA History Benchmarks

6.   Programme Structure

LEVEL 3 of BA (Hons) History with Foundation

Semester 1 (13 weeks)	Semester 2 (13 weeks)
HUM001 Stories that Changed the World – 30 credits (ENGL)	HUM003 Writing the Now; Literature History and Visual culture – 30 credits (ENGL)
HUM002 Imagining the Past – Voyages into Time, Space & Experience – 30 credits (HIST)	HUM004 Independent Project – 30 credits (HIST)

LEVEL 4 of BA Hons History

Semester 1 (13 weeks)	Semester 2 (13 weeks)
HIST401 What is History 20 credits	HIST412 History and Heritage 20 credits
HIST406 America from settlement to Empire 20 credits	HIST409 Fractured Isles: Britain and Ireland 1640-1990 20 credits
HIST407 World History since 1850 20 credits	HIST410 Fighting for Survival: Living and Dying in Early Modern Europe, 1450-1700 20 credits

LEVEL 5 of BA Hons History

Semester 1	Semester 2
HIST522 Talking History, Seeing History: Research Methods in Visual and Oral History	HIST502 Preparing for Dissertation Research
Options (all 20 credits)	**Options (all 20 credits)**
HIST511 Heritage and Public History (DM)	HIST505 Middle Kingdoms: Themes in Early Modern Asia (DA)
HIST513 Royal Navy in the Age of Sail, 1545-1815 (EM)	HIST509: America Since 1900 (ST)
HIST515 Other Voices - Marginalisation in Early Modern Europe (JT)	HIST526 Dunkirk to D-Day: The Second World War in Europe (HB)
HIST517 The Longest War: Britain, Ireland & the Troubles 1949-2006 (CF)	HIST525 Culture and Society. Britain c.1760 -1914 (JG)
HIST520 Global Cold War: Politics, Culture and Society (SB)	HIST519 Tudor and Stuart Britain (RE)

BA (Hons) History with Foundation will aim to achieve 120 credits by taking the following modules for a total of 120 credits:

- All students will take the following core modules: HIST522 and HIST502 (2 x20 credits = 40 credits)

- All students also choose 2 modules from the options in each semester (4 x20 credits = 80 credits)

LEVEL 6 of BA Hons History

BA (Hons) History with Foundation will aim to achieve 120 credits by taking the following modules for a total of 120 credits:
- All students will take the following year-long core module: HIST601 (40 credits)
- All students also choose 2 modules from the options in each semester (4 x20 credits = 80 credits)

Semester 1	Semester 2
Options (all 20 credits)	Options (all 20 credits)
HIST609 The French Wars of Religion 1558 - 1598 (JT)	HIST604 Piracy and Privateering, c 1560 - 1816 (EM)
HIST610 Irish Revolution 1912-37 (CF)	HIST624 Modern Japan: Transforming Empire and Identity at the Edge (DA)
HIST616 America, the United Nations and International Relations 1945 to the present (HB)	HIST619 From Unification to Reunification: Key Themes in Modern German History (SB)
HIST625 Anglo-American Relations in Maritime Perspective, 1775-1991 (LH)	HIST621 Inter-War Britain 1919-40 (HB)
HIST606 Civil Rights Movement (ST)	HIST626 Filth and the Victorians (JG)
All Year	
HIST601 History Dissertation (40 credits)	

7.   Programme Aims

The BA (Hons) History with Foundation aims to facilitate and encourage a cumulative process of 'learning by doing'. Starting with Level 3, the Programme's learning environment emphasise the establishment of key learning skills and techniques which are developed and reinforced as demands gradually increase across each Level. As students progress to Level 4 and then 5, they will begin to make qualitative advances in a number of ways, for example, increased conceptual sophistication, increasing interpretive skill, a refinement of their ability to pose, refine, and pursue historical enquiries especially but which invite them to consider inter-disciplinary applications: this builds upon the Humanities ethos acquired across the four modules of Level 3. By Level 6, students will aim for greater independence of learning, and – based on specific historical interests they have identified and pursued across all for Levels – to explore a topic of full BA (Hons) level historical expertise that demonstrates their capacity for specialised sustained written analysis.

As the module choices on offer in Section 6 clearly indicate, History is not a sequential subject, even as its techniques, skills, and body of knowledge are acquired by gaining experience and knowledge across one's studies. To this end, there are History specific subject-specific aims which the BA (Hons) History with Foundation will introduce students to from the outset of their Programme, and which will come into fuller development as a student progresses:

1. To provide students with a knowledge and understanding of the history of a range of continents, power blocks, national and social groups, at different periods of time in the past.
2. To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and contemporary history.
3. To provide students with a detailed and systematic understanding of the theories underpinning historical interpretation and of the nature and function of historical controversy and argument (historiography).
4. To enable students to reach independent judgements based on a consideration of conflicting historical interpretations.
5. To enable students to undertake individual and independent research using primary and secondary sources.
6. To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography
7. To enable students to approach historical problems from a range of multi-disciplinary perspectives: e.g. historical, literary, anthropological, sociological and gender-based.
8. To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning.
9. To foster values of critical enquiry, tolerance and citizenship, appropriate to employment and lifelong learning.

8. Programme Intended Learning Outcomes

<u>Level 3</u>

8.1 Foundation Year

On successful completion of the Foundation year of the programme students should have developed:

- A range of transitional study skills to facilitate the move to Level Four of the programme;
- A knowledge and understanding of a range of key ideas that will provide the foundation for Level Four.
- An understanding of the range of theoretical, historical and textual positions that they will need to engage with as they progress.
- An ability to manage their time and evaluate their working practices to prepare them for Level Four.
- An understanding of some of the technology skills that underpin the programme as a whole.

<u>Levels 4-6</u>

8.2 Knowledge and understanding

On successful completion graduates should be able to:

1. Demonstrate a detailed and specialist knowledge of the history of a range of continents, power blocks, nations and social groups. ·
2. Develop specialisation in depth of some of the histories of different continents, power blocks, nations and social groups. ·
3. Demonstrate a detailed and systematic understanding of theories underpinning historical interpretation, in particular causes of change over time, and the importance of temporal and geographical context for historical events and processes. ·
4. Demonstrate a detailed and working appreciation of the function of historical controversy and argument in developing historical understanding. ·
5. Show a detailed understanding of the methodology of the nature and uses of primary sources·
6. Show a detailed understanding of the relationship between primary sources and historiography·
7. Analyse critically ethical questions in a specialist historical context. ·
8. Understanding of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve

8.3 Cognitive and intellectual skills

On successful completion graduates should be able to demonstrate the ability to:

1. evaluate critically a range of historical opinions and to show knowledge of their development over time.
2. evaluate critically divergent theories, models and interpretations within a broad framework of historical explanation
3. apply knowledge between different historical topics
4. synthesise and critically evaluate information, and present the results in sophisticated written form and oral communications.
5. challenge received conclusions about topics and controversies
6. identify, use and evaluate critically a wide range of primary sources and develop appropriate methodologies for their analysis, in particular to demonstrate the ability to synthesise data, highlighting gaps in the available data and sources.

8.4.   Key and transferable skills

On successful completion graduates should have developed the ability to:

1. plan and deliver in stages an individual research topic; to apply acquired skills to this research topic.
2. act as an independent and self-critical learner over a sustained period of research
3. manage learning using the full range of learning resources for the discipline, with minimum guidance
4. communicate confidently and accurately complex arguments and concepts, in different written formats
5. communicate confidently and effectively complex arguments and concepts, in oral form
6. take responsibility for own work, being able to evaluate it, seek and make use of feedback
7. communicate with and learn from a group and apply group learning experiences to own work.

8.5   Employment related skills

On successful completion graduates should be able to demonstrate:

1. an ability to plan and execute a self-directed research project·
2. an ability to interact effectively within a team, providing leadership where necessary·
3. an ability to engage effectively in debate in a professional manner·
4. capacity to make oral presentations, using appropriate media for a target audience ·
5. capacity to make written presentations using appropriate language for a target audience·
6. confidence and flexibility in identifying and defining complex problems·

8.6 Practical skills

On completion graduates should be able to demonstrate an ability to:

1. plan and execute a self-directed research project·
2. identify and use with critical awareness a wide range of learning resources·
3. interact effectively within a team, providing leadership where necessary·
4. manage own learning using full the full range of available resources·
5. demonstrate self-evaluation skills, making good used of feedback·
6. engage effectively in debate in a professional manner ·
7. identify and define complex problems with confidence and flexibility

9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) English at Grade 4 or above (equivalent to Grade C as per the GCE grading system until 2017) and should have GCSE Maths, although the programme admissions tutor may waive this.

Entry Requirements	
A-level/AS-level	For Level 3 entry the Tariff points threshold entry level will be 48 points from A levels or equivalent. Normal APL and APEL admissions criteria will apply to non-standard entrants who will normally be interviewed by the Foundation Stage Leader.
BTEC National Diploma/QCF Extended Diploma	**PPP** However BTEC are usually only considered with another qualification ie A level, all applications to be referred to the Admissions Tutor.
Access to Higher Education at level 3	Pass a named Access to HE Diploma (e.g. Preferably English, Humanities or Combined), (including GCSE English and Maths grade C/4 or above or equivalent) with at least 33 credits at Merit and/or distinction within the preferable subject(s) in English, Humanities or Combined at a minimum at Merit.
Welsh Baccalaureate	Ok to accept as add on points but also to have A/AS Levels
Scottish Qualifications Authority	**48** points from Scottish Highers/Advanced Highers

Irish Leaving Certificate	H5 H5 H5 H5 H5. GCSE equivalence – H1-H7 or O1-O4 in Maths and English.
International Baccalaureate	**24** overall

10. Progression criteria for Final and Intermediate Awards

Students are required to pass all modules of Level 3 (Foundation Year) to progress directly onto Level 4 of one of the following humanities related degree programmes:

BA (Hons) History
BA (Hons) English and Creative Writing
BA (Hons) English
BA (Hons) Creative Writing
BA (Hons) Art History
BA (Hons) Anthropology

Requests to change programmes at the end of the Foundation Year will be considered only within the normal University regulations. Thereafter:

a. Students must achieve 120 credits at level 3 to progress to 4. There is no exit award for those leaving after the Foundation Year.
b. If students withdraw from the programme after successfully completing Level 4, they are eligible for the award of a Certificate of Higher Education (CertHE).
c. If students withdraw after successful completion of Level 5, they are eligible for the award of Diploma of Higher Education (DipHE)
d. If students fail to achieve 120 credits at Level 6 but gains 80 credits they may be eligible for an Ordinary Degree.

11. Exceptions to Regulations
n/a

12. Transitional Arrangements
n/a

13. Mapping and Appendices:

Programme Intended Learning Outcomes Map BA (Hons) History with Foundation		Foundation (Level 3)	
1 Graduate Attributes and Skills	**2**	**3**	**4**
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) *The FHEQ requirements are already given here in italics*		**Subject Benchmark** (specific reference)	**Related Modules**
The student will be able to demonstrate: • A range of transitional study skills to facilitate the move to Level Four of the programme; • A knowledge and understanding of a range of key ideas that will provide the foundation for Level Four. • An understanding of the range of theoretical, historical and textual positions that they will need to engage with as they progress. • An ability to manage their time and evaluate their working practices to prepare them for Level Four. • An understanding of some of the technology skills that underpin the programme as a whole.	• The programme will foster a suitable learning environment to facilitate the success of students from a range of non-standard background, offering bespoke support and skills training.		HUM001 HUM002 HUM003 HUM004

Programme Intended Learning Outcomes Map
History Single Honours and History Major Pathways

Certificate level (Level 4)

1 Graduate Attributes and Skills Core Programme Intended Learning Outcomes (as worded in the Programme Specification) *The FHEQ requirements are already given here in italics*	2 Aim(s)	3 Subject Benchmark (specific reference)	4 Related Modules
Knowledge/ Understanding *The student will be able to;* • Describe and explain sequences of events (chronology) in early modern, modern and contemporary history and demonstration an appreciation of how societies and cultures change over time. • Demonstrate an understanding of major historical trends in early modern, modern and contemporary history. • Demonstrate an understanding of the differences and affinities between the various sub-disciplines of history such as political, economic, social, cultural and gender history		History Paragraphs 12, i-vii; 15, 16, 17, 18, 19	HIST412 HIST406 HIST407 HIST409 HIST401 HIST410

- Demonstrate an understanding of the nature and function of historical controversy and argument in developing historical understanding.
- Understand how professional historians work and what constitutes good historical writing; be able to evaluate the different approaches to the study of history presented by different writers
- Show an appreciation of the variety and importance of primary sources and their use in the writing of history.
- Understand the relative significance and primary and secondary sources in the making and understanding of history
- Understand how history can be presented to the wider public through a variety of forms and to be aware that the boundaries of history are flexible and not confined to the academic work of professional historians.
- Appreciation of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve.

Cognitive / Intellectual Abilities

The student will be able to;

- Analyse and explain sequences of events and the workings of identifiable historical factors.
- Evaluate different forces at work in the history of a range of societies and states.
- Outline key historical debates
- Synthesise a range of secondary historical sources in the creation of an analytical piece of work
- Identify, use and analyse a variety of primary source materials with guidance;
- Collect and categorise information in a predictable and standard format
- Develop appropriate methodologies for the analysis of primary sources
- Evaluate the reliability of data using defined techniques

History Paragraphs
12i-vii, 14i.-iii, v-ix, 15, 16, 17, 18, 19

HIST412
HIST406
HIST407
HIST409
HIST401
HIST410

Key / Transferable Skills	History paragraph	HIST412
The student will be able to;	12ii., iv-viii, 13, 14i-ix,	HIST406
• Organise own learning through self-management	18, 19.	HIST407
		HIST409
• Organise a factual answer to a historical question in written form		HIST401
		HIST410
• Give an oral presentation, speaking to a limited brief, as part of a group.		PDP
• Work effectively with others as a member of a group and meet obligations to others.		
• Use information media such as libraries and computer networks		
• Review the effectiveness of their own approach in a range of important tasks, for example note taking, essay planning and the presentation of footnotes/bibliographies.		

Practical Skills	History paragraph	HIST412
The student will be able to;	12ii., iv-viii, 13, 14i-ix,	HIST406
• Communicate ideas in written form, appropriately referenced.	18, 19.	HIST407
		HIST409
• Work with others, in a group context		HIST401
		HIST410
• Use IT to access sources and information, and to prepare written work		PDP
• Prepare oral communications, to a limited brief, as part of a group		

- Demonstrate and apply of information retrieval from a range of resource provides, particularly libraries.

Employment-related skills
- Communicate ideas in a variety of written forms.
- Work with others, as part of a team
- Use IT to access sources and information, and to prepare written work
- Prepare oral communications as part of a group
- Self-awareness, of strengths and weaknesses.
- Time-management, the ability to schedule tasks in order of importance.

HIST409
HIST401
PDP
HIST412
HIST406
HIST407
HIST410

Programme Intended Learning Outcomes Map BA (Hons) History with Foundation		Intermediate Degree Level (Level 5)	
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) The FHEQ requirements are already given here in italics	Aim(s)	Subject Benchmark (specific reference)	Related Modules
Knowledge/ Understanding *The student will be able to;* • Demonstrate a detailed knowledge of the history of a range of continents, power blocks, nations and social groups. • Demonstrate ability to engage with, interrogate and debate major historical theories of cause and effect, along with change over time, across a range of different sub-disciplines of history such as political, economic, social, cultural and gender history. • Demonstrate a deep understanding of the significance of thought and ideologies in shaping the characteristics of societies and nations in particular periods. • Use historiography as a tool with confidence • Demonstrate detailed knowledge of a range of primary historical sources, including oral and visual sources.	• To provide students with a knowledge and understanding of the history of a range of continents, power blocks, national and social groups, at different periods of time in the past. • To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and	History Paragraphs 12i-vii; 14x, 15, 16, 17, 18, 19	Core Modules; HIST522 HIST502 Subject Modules; HIST505, HIST513, HIST509, HIST520, HIST519, HIST517, HIST511, HIST524, HIST525, HIST526, HIST527, HIST5XX, ARHI516 or ENGL527

• Demonstrate clear awareness of the ethical implications for the use of primary sources and the writing of history	contemporary history. • To provide students with a detailed and systematic understanding of the theories underpinning historical interpretation and of the nature and function of historical controversy and argument (historiography). • To enable students to reach independent judgements based on a consideration of conflicting historical interpretations. • To enable students to undertake individual and independent research using		

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	primary and secondary sources. • To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography • To enable students to approach historical problems from a range of multi-disciplinary perspectives: e.g. historical, literary, anthropological, sociological and gender-based.		

Cognitive / Intellectual Abilities		History Paragraphs	Core Modules;
The student will be able to;	• To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and contemporary history.	12i.-vii, 13, 14i.-iii, v-ix, 15, 16, 17, 18, 19	HIST522 HIST502 Subject Modules; HIST505, HIST513, HIST509, HIST520, HIST519, HIST517, HIST511, HIST524, HIST525, HIST526, HIST527, ENGL527
• Synthesise a range of historical information in order to explain sequences of events and the working together of different historical factors.			
• Identify and evaluate models of historical explanation (historiography), and to reach independent judgements based on consideration of conflicting historical interpretations			
• Synthesise a range of ideas in order to present sophisticated written arguments on historical topics	• To provide students with a detailed and systematic understanding of the theories underpinning historical interpretation and of the nature and function of historical controversy and argument (historiography).		
• Analyse and evaluate the strengths and weaknesses of a wide range of primary documentation and sources, including visual and oral materials.			
• Collect and evaluate data from a range of primary sources using appropriate methods, and to make comparisons and contrasts between them.			
• Apply different research strategies and undertake small-scale research projects with autonomy	• To enable students to reach independent judgements based on a		
• Approach historical problems from a range of multi-disciplinary perspectives: historical, literary,			

anthropological, sociological, and gender-based.	consideration of conflicting historical interpretations. • To enable students to undertake individual and independent research using primary and secondary sources. • To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography • To enable students to approach historical problems from a range of multi-disciplinary perspectives: eg		

	historical, literary, anthropological, sociological and gender-based.		
Key / Transferable Skills *The student will be able to;* • Identify and organise material from appropriate sources and communicate arguments in a variety of written forms, using academic conventions • Evaluate arguments and received opinions using independent judgment. • Communicate effectively in oral presentations • Work collaboratively in a group • Work autonomously, locating and assembling information on the subject by their own research • Manage learning resources for the discipline; ability to access a range of sources, both electronic and in print, to support their learning • Demonstrate research skills such as identifying key primary and secondary sources • Use IT for information searches	• To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning. • To foster values of critical enquiry, tolerance and citizenship, appropriate to employment and lifelong learning.	History paragraph 12ii.-vii, 13, 14i-x,18, 19.	Core Modules; HIST522 HIST502 Subject Modules; HIST505, HIST513, HIST509, HIST520, HIST519, HIST517, HIST511, HIST524, HIST525, HIST526, HIST527, ENGL527

Practical Skills *The student will be able to;* • Communicate effectively arguments and ideas in a range of written formats • Communicate effectively arguments and ideas in oral presentations • Manage learning resources for the discipline • Interact effectively within a team through work with small groups • Act with increasing autonomy, with defined guidelines • ☐ Plan and execute a small research project based on primary sources.	• To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning. • To foster values of critical enquiry, tolerance and citizenship, appropriate to employment and lifelong learning.	History paragraph 12v.-viii, 13, 14i-ix, 18, 19.	Core Modules; HIST522 HIST502 Subject Modules; HIST505, HIST513, HIST509, HIST520, HIST519, HIST517, HIST511, HIST524, HIST525, HIST526, HIST527, HIST5XX ARHI516 or ENGL527
Employment-related skills • Communicate effectively arguments and ideas in a range of written formats	• To provide students with the ability to communicate arguments and		Core Modules; HIST522 HIST502 Subject Modules;

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- Communicate effectively arguments and ideas in oral presentations - Interact effectively within a team through work with small groups - Apply subject knowledge to a range of situations - Ability to improve one's own learning through planning, monitoring, critical reflection and adaptation of strategies for learning.	ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning. To foster values of critical enquiry, tolerance and citizenship, appropriate to employment and lifelong learning.		HIST505, HIST513, HIST509, HIST520, HIST519, HIST517, HIST511, HIST524, HIST525, HIST526, HIST527, HIST5XX ENGL527

Programme Intended Learning Outcomes Map BA (Hons) History with Foundation		Honours level (Level 6)	
1 Graduate Attributes and Skills	**2**	**3**	**4**
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) ***The FHEQ requirements are already given here in italics***	**Aim(s)**	**Subject Benchmark** (specific reference)	**Related Modules**
Knowledge/ Understanding *The student will be able to;* • Demonstrate a detailed and specialist knowledge of the history of a range of continents, power blocks, nations and social groups. • Develop specialisation in depth of some of the histories of different continents, power blocks, nations and social groups. • Demonstrate a detailed and systematic understanding of theories underpinning historical interpretation, in particular causes of change over time, and the importance of temporal and geographical context for historical events and processes. • Demonstrate a detailed understanding of the function of historical controversy and argument in developing historical understanding.	• To provide students with a knowledge and understanding of the history of a range of continents, power blocks, national and social groups, at different periods of time in the past. • To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and contemporary history. • To provide students with a detailed and systematic understanding of the theories underpinning historical interpretation and of the nature and	History Paragraphs 12 i-vii; 14x, 15, 16, 17, 18, 19, 20, 21	Core Module HIST601 Subject Modules HIST610, HIST612, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620HIST621, HIST607, HIST622, HIST6XX

• Show a detailed understanding of the methodology of the nature and uses of primary sources • Show a detailed understanding of the relationship between primary sources and historiography • Analyse critically ethical questions in a specialist historical context. • Understanding of how societies and cultures change over time, enabling individuals to understand how institutions develop and evolve.	function of historical controversy and argument (historiography). • To enable students to reach independent judgements based on a consideration of conflicting historical interpretations. • To enable students to undertake individual and independent research using primary and secondary sources. • To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography • To enable students to approach historical problems from a range of multi-disciplinary perspectives: e.g. historical, literary, anthropological,		

	sociological and gender-based.		
Cognitive / Intellectual Abilities *The student will be able to;* • Evaluate critically a range of historical opinions and to show knowledge of their development over time. • Evaluate critically divergent theories, models and interpretations within a broad framework of historical explanation • Apply knowledge between different historical topics • Synthesise and critically evaluate information, and present the results in sophisticated written form and oral communications. • Challenge received conclusions about topics and controversies • Identify, use and evaluate critically a wide range of primary sources and develop appropriate methodologies for their analysis, in particular to	• To provide students with an understanding of the sequence of events (chronology) and major historical trends in early modern, modern and contemporary history. • To provide students with a detailed and systematic understanding of the theories underpinning historical interpretation and of the nature and function of historical controversy and argument (historiography). • To enable students to reach independent judgements based on	History Paragraphs 12i.-vii, 14i.-iii, v-x, 15, 16, 17, 18, 19, 20, 21	Core Module HIST601 Subject Modules HIST610, HIST612, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620HIST621, HIST607, HIST622, HIST6XX

demonstrate the ability to synthesise data, highlighting gaps in the available data and sources	a consideration of conflicting historical interpretations. • To enable students to undertake individual and independent research using primary and secondary sources. • To provide students with an understanding of the methodology of the use of primary sources and the relationship between primary sources and historiography • To enable students to approach historical problems from a range of multi-disciplinary perspectives: e.g. historical, literary, anthropological, sociological and gender-based.		

Key / Transferable Skills *The student will be able to;* • Plan and deliver in stages an individual research topic; to apply acquired skills to this research topic; • Act as an independent and self-critical learner over a sustained period of research • Manage learning using the full range of learning resources for the discipline, with minimum guidance • Communicate confidently and accurately complex arguments and concepts, in different written formats • Communicate confidently and effectively complex arguments and concepts, in oral form • Take responsibility for own work, being able to evaluate it, seek and make use of feedback • Communicate with and learn from a group and apply group learning experiences to own work.		History paragraph 12i.-vii, 13, 14i-x, 16, 18, 19, 21	Core Module HIST601 Subject Modules HIST610, HIST612, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620HIST621, HIST607, HIST622, HIST6XX
Practical Skills *The student will be able to;* • Plan and execute a self-directed research project • Identify and use with critical awareness a wide range of learning resources	• To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to	History paragraph 12i.-vii, 13, 14i-x, 16, 18, 19, 21	Core Module HIST601 Subject Modules HIST610, HIST612, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620HIST621, HIST607, HIST622, HIST6XX

• Interact effectively within a team, providing leadership where necessary • Manage own learning using full the full range of available resources • Demonstrate self-evaluation skills, making good used of feedback • Engage effectively in debate in a professional manner • Be confident and flexible in identifying and defining complex problems	employment and lifelong learning. • To foster values of critical enquiry, tolerance and citizenship, appropriate to employment and lifelong learning.		
Employment-related skills • Ability to plan and execute a self-directed research project • Ability to interact effectively within a team, providing leadership where necessary • Ability to engage effectively in debate in a professional manner • Capacity to make oral presentations, using appropriate media for a target audience • The capacity to make written presentations using appropriate language for a target audience • Confidence and flexibility in identifying and defining complex problems	• To provide students with the ability to communicate arguments and ideas in a range of written and verbal formats and thus with a range of skills appropriate to employment and lifelong learning. • To foster values of critical enquiry, tolerance and citizenship, appropriate to employment and lifelong learning.		Core Module HIST601 Subject Modules HIST610, HIST612, HIST606, HIST604, HIST609, HIST619, HIST616, HIST620HIST621, HIST607, HIST622, HIST6XX