


## B. SUBJECT SPECIFIC INFORMATION

### 40.0 Programme Specification

<b>PROGRAMME SPECIFICATION</b>	
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BA Honours
<b>4</b>	<b>Programme Title</b>	History
<b>5</b>	<b>UCAS/Programme Code</b>	V100
<b>6</b>	<b>Programme Accreditation</b>	None
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	History
<b>8</b>	<b>FHEQ Level</b>	Honours
<b>9</b>	<b>Date written/revised</b>	May 2013

#### 10 Programme Aims

- 1 The purpose of the programme is to provide opportunities for students to study UK, European, American, and world history.
- 2 To acquire the skills of the historian, to undertake specialised research projects, and to acquire skills relevant to employment.
- 3 Our graduates should have an awareness of changing historical phenomena over a long period of space and time, comparative, methodological, and critical skills. They should develop a capacity for independent study, and key skills which are valuable to historians and to employers. They should be able to investigate historical problems in depth, use source materials critically, and be able to assimilate and appreciate historiographical arguments and traditions.
- 4 Our graduates should be capable of going on to further study, or undertaking a wide variety of jobs in industry, commerce or the public sector.
- 5 The programme will meet standards set out in university policies. Where courses of study takes place outside the university during ERASMUS exchanges the standards will comply with the appropriate university policies on placements.
- 6 Graduates of the programme will have attained standards which at least meet Level 3 of the HE Qualifications Framework and the QAA subject benchmarks for History.

#### 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding
<p>On completing the programme students should:</p> <p>A1 Have knowledge of a wide range of primary source material and an understanding of how such material should be interpreted and evaluated.</p> <p>A2 Have a knowledge and understanding of key themes in world history and an ability to detect similarities, differences and patterns in the histories of different geographical regions and periods over a long period of time.</p> <p>A3 Have an enhanced sense of the chronological, geographical and causal relationships in European, including British, history and a greater understanding and knowledge of the broad currents of that continent's historical development.</p> <p>A4 Have an understanding of key historical concepts.</p> <p>A5 Have some knowledge and understanding of the complexity, variety and diversity of history.</p> <p>A6 An ability to reflect critically on the nature of the discipline and profession of history</p> <p>A7 Knowledge and understanding at an intensive level of the sources and historiography relating to relatively short periods or limited topics in history.</p>
Teaching and Learning Methods
<p>The primary method of imparting knowledge and understanding (A1-A6) is lectures, supplemented by seminars and in the case of A1 and A5 by IT workshops. Seminars and workshops help to reinforce and amplify student learning gained in lectures. They also encourage independent study and throughout the programme students are encouraged to supplement taught material by independent study, for which they are given extensive support and guidance on reading materials, and web-based material, and how to use them. A6 is taught particularly in the compulsory Stage One skills module and in one compulsory Stage Three module. A7 is taught partly via intensive seminar work and also by the undertaking of an independent research project under staff supervision.</p>
Assessment Strategy
<p>Knowledge and understanding of the subject is primarily assessed by unseen written examination together with written assignments notably essays and documentary commentaries. (A1-A7). In the case of A7 this may be supplemented by submission of an extended piece of work, usually an undergraduate dissertation (HIS3020).</p>
Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1 Analytical reasoning and critical skills in reading, writing and debating</p> <p>B2 Using appropriate evidence to support a sustained argument or line of reasoning</p> <p>B3 Ability to compare contrasting and conflicting ideas and material</p> <p>B4 Ability to adapt effectively to new and/or unexpected questions or problems</p> <p>B5 Intellectual independence</p>
Teaching and Learning Methods
<p>Cognitive skills (B1-B5) are developed through exercises and guidance in lectures, in seminars, supplemented in the case of B1-B3 by written feedback and by discussion with staff. Students are encouraged to acquire such skills during the completion of a range of written assignments, notably essays and documentary commentaries and problem-solving exercises. (B1-B5) are also encouraged by group and one-to-one discussion and debate in lectures, seminars and tutorials.</p>

<b>Assessment Strategy</b>
Cognitive skills B1-B3 and B5 are assessed by written assignments, including unseen written examinations, and are also be assessed in the (compulsory) dissertation (HIS3020). B4 is primarily assessed by unseen written examination only.
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1 Listening and note-taking</p> <p>C2 Independent study</p> <p>C3 Locating, critically reading, evaluating and digesting historical material</p> <p>C4 Insight into and understanding of different views and interpretations of particular historical events and alternative past and present mental worlds</p> <p>C5 The ability to produce clear, succinct, accurate, well-planned and coherent presentation of results in both written and oral forms</p> <p>C6 Possession of the research skills required to process and evaluate historical sources and produce thereby an extended piece of work</p>
<b>Teaching and Learning Methods</b>
<p>Listening and note-taking (C1) are taught via a skills module and developed principally in lectures but also in seminars. Note-taking is also a feature of independent study. Other subject-specific skills (C2-C6) are taught in lectures and in seminars, supplemented by assigned work (C2-C3, C5). C6 is further taught via dissertation supervisions. Such skills (C2-C6) are developed and practiced in written assignments, notably essays and documentary commentaries and problem-solving exercises done in class or in private study time. Preparation of oral presentations also helps develop C2 and C4-C5.</p>
<b>Assessment Strategy</b>
The ability of students to deploy subject-specific skills (C1-C5) effectively is assessed primarily by means of unseen written examination, written assignments and also in dissertations. C6 is assessed via an undergraduate dissertation.
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 Computer literacy</p> <p>D2 Written Communication</p> <p>D3 Problem Solving</p> <p>D4 Interpersonal Communication</p> <p>D5 Initiative</p> <p>D6 Oral Presentation</p> <p>D7 Adaptability</p> <p>D8 Teamwork</p> <p>D9 Basic numeracy</p> <p>D10 Planning and Organising</p>

<p><b>Teaching and Learning Methods</b></p> <p>Transferable skills are principally learnt and practised in private study and preparation of assignments. Advice is given in lectures and in seminars (D2-D8, D10), and taught also in a skills module (D2-D3, D5, D10) supplemented in the case of D3, D5, D8, D9 and D1 by workshops. Assigned work also helps to inculcate D2, D3 and D10. Communication skills (D2, D4) are further refined in seminars. Transferable skills are developed and practiced in written assignments such as essays and documentary commentaries (D2-D3, D5, D10) supplemented in the case of D3, D4, D6, D7, D8, D10 by individual or group presentations. Oral debate in seminars or tutorials supplies the opportunity to develop D4 and D6. Specific problem-solving exercises help to develop some basic numeracy (D9) and computer literacy (D1) is practiced by the word-processing of written assignments and problem-solving exercises such as bibliographic tasks. D8 is fostered by group presentations and assignments.</p> <p><b>Assessment Strategy</b></p> <p>D6 and D8 are assessed by means of the grading of seminar group presentations. D9 is assessed by means of specific workshop tasks. D2, D3, D7, D10 are assessed by a combination of unseen examination (D2, D3, D7), written assignments (D2, D3, D10), and can also be assessed in the dissertation. In the case of D2 this is supplemented by assessed workshop tasks. Computer literacy (D1) is assessed as part of the process of grading written assignments and also forms part of specific workshop tasks. D4 is not assessed.</p>
<p><b>12 Programme Curriculum, Structure and Features</b></p> <p><b>Basic structure of the programme</b></p> <p>The programme is studied over three years full-time.</p> <p>The programme is divided into three stages. Each year, or stage, requires the study of modules with a total credit value of 120. The three years of the degree therefore amounts to 360 credits. Each credit represents 10 hours of student effort, covering lectures, seminars, workshops, private study, completion of coursework and revision.</p> <p>At each Stage, students have the right to earn up to 20 credits in modules that are not designated as History modules in the regulations but which are offered in the Faculty of Humanities, Arts and Social Sciences. The History modules in Stages one and Two are all worth 20 credits. The History modules in Stage Three are all worth 30 credits.</p> <p>For degree classification purposes all Honours (that is, Stage Two and Stage Three modules) modules count. In History, Stage 3 credits have twice the weighting of Stage 2 credits in the final degree classification.</p> <p>Progression to the next stage of the programme is conditional on meeting the conditions laid down by the University for progression. Students are normally required to pass every module with a mark of at least 40% in order to proceed. Narrow failure of a small number of credits will be condoned.</p> <p>At Stage 3 all History students usually do two Special Subjects. Each Special Subject (worth 20 credits) comprises the investigation of a historical topic in depth using primary materials. All Stage 3 students compulsorily take a dissertation (40 credits) and HIS3000 Reading History, which explores the study of history through a landmark text (20 credits). In addition, Stage 3 student will take either HIS3030 History and Society or a non-HIS coded module.</p> <p><b>Key features of the programme (including what makes the programme distinctive)</b></p> <p>The programme is designed to broaden students' perspectives on the past, situated in a sense of long-term historical developments. The compulsory module in world history taken at Stage One (HIS1025 World Empires) is a broad global foundation for the curriculum. Stage One is designed so that students (who do not take the option of modules outside History) will gain a foundation for all the History modules offered in subsequent Stages.</p> <p>Compulsory at Stage One are three modules: the module in world history (HIS1025 World Empires) and the two compulsory skills modules (HIS1029 Varieties of History and HIS1030 Evidence and Argument). The World Empires module provides a broad knowledge and understanding of a key dimension of world history (A2). The skills modules provide an introduction to the use of primary sources (A1). The skills module provides some exposure to intensive historical study (A7). These compulsory modules also introduce students to key historical concepts, the nature and diversity of history as an academic discipline (A4-A6).</p>

The other Stage One History modules provide introductory surveys to the history of Britain, Europe and the Americas. They contribute towards students' understanding and knowledge of both primary sources and a range of themes and periods (A2 and A3).

Stage One modules begin the development of all related cognitive skills (B1-B5) and most subject-specific skills (C1-C5). Key skills (D1-D8, D10) are introduced and practiced in Stage One modules.

Stage Two provides the opportunities for specialisation. All modules at this Stage are optional, and provide the opportunity to develop further knowledge and understanding of periods, places, topics and themes drawn from countries and periods as far varied as Colonial India, the Caribbean, Anglo-Saxon England, and twentieth-century Cuba. Stage Two modules are on much narrower topics than Stage One modules and are studied at a more intensive and demanding level than those at Stage One. Modules at Stage Two continue the development of cognitive (B1-B5) and subject-specific skills (C1-C5) but a number of Stage 2 modules offer the opportunity to develop research skills and produce extended pieces of historical work (C6). Transferable skills (D1-D8, D10) are also developed at Stage 2.

At Stage Three the study of history is done at a still more intensive level. This is ensured principally through the Special Subjects, chosen from a wide range of topics drawn from different continents and centuries, as far varied as the Vikings, American Civil Rights, and Italian Fascism. In a Special Subject students develop their knowledge and understanding of a relatively narrow historical topic and its related primary sources (A1, A7). Special Subjects, taught by subject-specialists, represent the point at which teaching is enriched by staff research interests most fully. They further develop knowledge and understanding of aspects of history, and aid the development of an deep understanding of historical concepts, historical diversity and of the nature of the historical profession (A3-A6).

At Stage Three all students write a dissertation. The dissertation, like all Stage-Two and Stage-Three modules develops cognitive (B1-B5) and subject-specific skills (C1-C5), but also provides students with the opportunity to develop research skills (C6) and produce an extended study. Transferable skills (D1-D8, D10) are further developed at Stage Three, with one Special Subject offering some development of numeracy (D9).

In addition, at Stage Three, all students take the module Reading History. Like all Stage-Two and Stage-Three modules this develops cognitive (B1-B5) and subject-specific skills (C1-C5), but in so far as it requires the ability to locate specific examples of historical writing in a methodological, interpretative and theoretical context, it places particular emphasis on the understanding of broad historical concepts and intellectual independence (B4-B5) specific kinds of knowledge and understanding and (A3-A7). It also requires a range of transferable skills (D2-D7), with some variations of the module encouraging the development of numerical skills (D9).

The learning outcomes of each module are shown in Appendix 1

#### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

### **13 Criteria for admission**

#### *Entry qualifications*

The Admissions Tutor normally asks applicants to the Single Honours History degree for an A grade in A level history, and for another A grade and a B grade in two other A levels at least. The Admissions Tutor is happy to accept General Studies as one of the three A levels. A typical offer would be AAA-AAB at A level (A in History). Prospective entrants may also offer two AS levels of a similar standard in place of a third A level. The Admissions Tutor welcomes Scottish qualifications and, although we consider all candidates with Scottish Highers/CSYS on an individual basis, a typical offer would be AAABB at Higher Grade.

#### *Admissions policy/selection tools*

Places are normally offered primarily on a combination of predicted grades at A and AS level and the student's personal statement.

Information about criteria for admissions may be found at  
<http://www.ncl.ac.uk/undergraduate/course/V100/requirements>

Students to whom offers are made are invited to an Open afternoon to meet staff and students. Attendance of this afternoon is not compulsory. Applicants with non-standard qualifications may be interviewed

#### *Non-standard Entry Requirements*

The School of Historical Studies is keen to encourage applications from mature students with A levels or other qualifications and each of these applicants is given individual consideration. Whatever your background or qualifications, the School welcomes applications from bright and enthusiastic people with a genuine interest in the subject(s) being studied.

#### *Additional Requirements*

#### *Level of English Language capability*

Overseas students. Appropriate overseas qualifications will be considered, as well as A levels. Evidence of English language skills that are adequate to complete the programme successfully is required. IELTS 6.5 (or equivalent)

### **14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at:  
<http://www.ncl.ac.uk/students/>

#### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

#### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects. Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

### *Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\*

A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *Support for students with disabilities*

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

#### *Student evaluations*

All modules and stages\* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

\*With the exception of intercalating years and the final stages of undergraduate programmes.

#### *Mechanisms for gaining student feedback*

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

#### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

#### *Accreditation reports*

QAA report on the quality and standard of provision

Faculty reports on the quality and standard of provision

Graduate employment statistics

AHRB awards to graduates

#### *Additional mechanisms*

Peer observation of teaching via the mentoring system for new members of staff and via the Degree Programme's requirement of peer observation.

### **16 Regulation of assessment**

#### *Pass mark*

The pass mark is 40% (Undergraduate programmes)

#### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

#### *Assessment rules and Honours Classification for History*

- Students are assessed by a combination of unseen written examination, by submitted work and by a variety of class exercises.
- All Stage Two History modules involve an examination and submitted work.
- Programme requirements: students should pass all modules at Stage 1 and Stage 2 to proceed to the next Stage. (Narrow failure of a small number of credits will be condoned.) There are two resit opportunities



### *Weighting of stages*

Final degree classification is based on the results of Stage Two and Stage Three modules only. Credits taken at Stage Three count double towards the final degree classification.

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

*Classification criteria: History (for guidance).*

#### **I First Class 70%+**

An outstanding answer which displays both breadth and depth of knowledge, ability to engage with cutting-edge scholarship, critical analysis, independence of mind, initiative, and intellectual rigour. A range of descriptive material and factual evidence is deployed to support the writer's argument. It is presented and expressed clearly with a well structured argument, avoiding irrelevance. Cites sources thoroughly.

80% + Work which includes substantial evidence of originality and independent thought exceptional for an undergraduate. Ambitious in scope it will display sophisticated handling of critical and complex issues. In exceptional circumstances a mark of 90% or above could be awarded for publishable work.

70 - 79% An excellence answer displaying evidence of independent thought. In areas where excellence is not achieved, a high degree of competence is shown.

#### **II Upper Second: 60-69%**

A well organised, detailed and logical answer showing a thorough understanding of the subject as taught and evidence of additional study. It may show competence in some areas but excellence in others. It will be well structured and relevant with a sound grasp of critical issues, making a serious attempt to engage with the question set. Cites sources accurately.

#### **III Lower Second: 50-59%**

An answer which displays overall competence and an understanding of the basics of the subject. The answer contains reasonably good information, but there may be only limited evidence of additional, independent study and a lack of independent thought. It may be uneven showing strength in some areas but weaknesses in others. The weaknesses may include a lack of critical analysis, arguments not always well structured or relevant, some inaccuracies and or poor expression and presentation. Whilst it may show awareness of critical debates the writing maybe too descriptive or generalised. Majority of sources adequately cited.

#### **IV Third: 40-49%**

Weak answer in all or most areas, tending to be descriptive with uncritical coverage of debates and issues, but with adequate comprehension of some basic facts and principles. Little evidence of reading or understanding the question. Relatively weak skills of planning, structuring and presentation, barely adequate understanding of concepts, significant errors or detail with some irrelevance and poorly constructed arguments. There may be some attempt to cite sources.

### **V Fail 0-39%**

Examiners may wish to distinguish between:

35 - 39% An answer which displays poor understanding of basic facts and principles, but includes significant errors, irrelevance, and poorly constructed argument. The answer raises doubts about the candidate's grasp of the essentials of the subject. No attempt to cite sources.

20 - 34% An answer which displays serious lack of understanding of the principles of the subject, major errors, serious deficiencies in knowledge, expression and organisation, poor use of English, substantial omissions and irrelevance. Sources not cited.

0 - 19% Totally inadequate answer which displays no evidence of understanding or knowledge of the subject; inability to construct an argument, lack of planning or presentation skills; poor use of English. Sources not cited.

#### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook:

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Mapping of Intended Learning Outcomes onto Curriculum/Modules\***

<b>Intended Learning Outcome</b>	<b>Module codes (Compulsory in Bold)</b>
A1	Curriculum-wide, but especially: Stage 1: <b>HIS1025, HIS1029, HIS1030</b> ; Stage 2: All modules; Stage 3: all modules but especially <b>HIS3000; HIS3020</b> .
A2	Curriculum-wide, but especially <b>HIS1025</b> , HIS1044, HIS1027, HIS1046, HIS2012, HIS2078, HIS2039, HIS2117, HIS2133, HIS2026, LAS2030, HIS2047, LAS4001, HIS3226, HIS3213, HIS3240, HIS3285, HIS3286.
A3	HIS1044, HIS1027, HIS1046, HIS2012, HIS2072, HIS2078, HIS2013, HIS2123, HIS2084, HIS2077, HIS2086, HIS2087, HIS2124, HIS2126, HIS2128, ARA2097, HIS3107, HIS3196, HIS3205, HIS3208, HIS3221, HIS3222, HIS3278, HIS3279, ARA3013, HIS3203, HIS3204, HIS3219, HIS3228, HIS3232, HIS3289, HIS3321
A4	<b>HIS1025, HIS1029, HIS1030</b>
A5	<b>HIS1025, HIS1029, HIS1030</b> all Stage 2 modules; <b>HIS3000; HIS3020</b> .
A6	<b>HIS1025, HIS1029, HIS1030 HIS3000</b> ,
A7	Curriculum-wide (seminars) but especially <b>HIS1029, HIS3020</b> .
B1	All Stages 1 & 2 modules: <b>HIS3000, HIS3020</b>
B2	All Stages 1 & 2 modules: <b>HIS3000, HIS3020</b>
B3	All Stages 1 & 2 modules: <b>HIS3000, HIS3020</b>
B4	All Stages 1 & 2 modules: <b>HIS3000</b>
B5	All Stages 1 & 2 modules: <b>HIS3000, HIS3020</b>
C1	All Stages/Modules: <b>HIS3020</b>
C2	All Stages/Modules: <b>HIS3020</b>
C3	All Stages/Modules: <b>HIS3020</b>
C4	All Stages/Modules: <b>HIS3000, HIS3020</b>
C5	All Stages/Modules: <b>HIS3000, HIS3020</b> , HIS3030
C6	All Stages/Modules and especially <b>HIS3020</b> .
D1	All Stages/Modules, but especially <b>HIS1029</b> , HIS3221.
D2	All Stages/Modules
D3	All Stages/Modules
D4	All Stages/Modules
D5	All Stages/Modules
D6	All Stages/Modules, HIS3030
D7	All Stages/Modules
D8	All Stages/Modules
D9	<b>HIS1029</b> , HIS3221.
D10	All Stages/Modules

\*Not all modules in History are available every year; new modules may replace or be offered in addition to those listed above.

Programme Outcomes	3	2ii	2i	1
Capacity to make an Independent Contribution to the Subject(s)				Clear capacity to make perceptive, informed and discerning use of a broad and deep range of material, which can make an independent contribution to the subject.
Knowledge and Understanding of the Subject Beyond the Taught Programme			Shows <i>basic</i> knowledge and understanding of the chronological, geographical and causal relationships in history, and of the complexity and variety of historical development, <i>beyond the taught programme</i> .	Shows <i>significant</i> knowledge and understanding of the chronological, geographical and causal relationships in history, and of the complexity and variety of historical development, <i>beyond the taught programme</i> .
Knowledge and Understanding of other Aspects of the Programme as Taught		Shows <i>good</i> knowledge and understanding of the chronological, geographical and causal relationships in history, and of the complexity and variety of historical developments, <i>as taught</i>	Shows <i>very good</i> knowledge and understanding of the chronological, geographical and causal relationships in history, and of the complexity and variety of historical developments, <i>as taught</i>	Shows <i>excellent</i> knowledge and understanding of the chronological, geographical and causal relationships in history, and of the complexity and variety of historical developments, <i>as taught</i>
Prog. Outcomes contd.	3	2ii	2i	1
Knowledge and Understanding of the Essentials of their Subject(s)	Shows <i>basic</i> knowledge and understanding of the <i>essential</i> chronological, geographical and causal relationships in history, and of the complexity and variety of historical development, <i>as taught</i>	Shows <i>good</i> knowledge and understanding of the <i>essential</i> chronological, geographical and causal relationships in history, and of the complexity and variety of historical developments, <i>as taught</i>	Shows <i>very good</i> knowledge and understanding of the <i>essential</i> chronological, geographical and causal relationships in history, and of the complexity and variety of historical developments, <i>as taught</i>	Shows <i>excellent</i> knowledge and understanding of the <i>essential</i> chronological, geographical and causal relationships in history, and of the complexity and variety of historical developments, <i>as taught</i>
Subject-related Cognitive Abilities and Skills	Shows basic ability to deploy analytical reasoning, evaluate and make comparative and critical use of evidence to	Shows <i>good</i> ability to deploy analytical reasoning, evaluate and make comparative and critical use of evidence to support a sustained argument or line of	Shows <i>very good</i> ability to deploy analytical reasoning, evaluate and make comparative and critical use of evidence to support a sustained	Shows <i>excellent</i> ability to deploy analytical reasoning, evaluate and make comparative and critical use of evidence to support a sustained argument or line of reasoning.

	support a sustained argument or line of reasoning.	reasoning.	argument or line of reasoning.	
<b>Professional Practices and Skills Relating to their Subject(s)</b>	Shows <i>basic</i> ability to deploy a range of information services and research skills to produce clear, accurate and well-planned presentations of results in both written and oral forms.	Shows <i>good</i> ability to deploy a range of information services and research skills to produce clear, accurate and well-planned presentations of results in both written and oral forms.	Shows <i>very good</i> ability to deploy a range of information services and research skills to produce clear, accurate and well-planned presentations of results in both written and oral forms.	Shows <i>excellent</i> ability to deploy a range of information services and research skills to produce clear, accurate and well-planned presentations of results in both written and oral forms.

<b>Key Skills</b>	<b>All Honours History Graduates will have gained a range of key skills including computer literacy, written and oral communication, planning and organisation, initiative, problem-solving and adaptability. In addition, they will have experience of working independently and as members of a team.</b>
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