PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body	**n/a**
Final award	**BA (Hons) Single Honours**
Title of programme(s)	**History**
Subsidiary award(s)	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and mode(s) of study	**3 Years Full Time; 6 Years Part Time**
Start date (this version)	**September 2015**
Periodic review next due	**AY2018/19**
UCAS course code & code name	**V100**
Delivery venue(s)	**Leeds Trinity University**

2.   Aims of the programme

Rationale and general aims
The aim of the Programme is to address questions of continuity and change in human communities, analysing causation and impact through the framework of history (both historical knowledge and skills). Through a sustained and in-depth study of history and of the processes of historical enquiry, students will become familiar and actively engaged with history, both as a body of knowledge and as an academic discipline, so that each student will leave University equipped with: skills for employability; an understanding of key historical concepts, critical approaches, and research methodologies; and a knowledge of a range of historical periods and topics, both national and global.

The wider aims of Single Honours History are therefore to:

- stimulate critical thinking through engagement with history (both as a body of knowledge and an academic discipline), and to develop the interpretative methodologies necessary to ensure rigorous analysis of historical evidence, in the formation and support of their own opinions and arguments and the situating of these understandings within the framework of existing knowledge.

- address the key debates and beliefs that have shaped and continue to shape the diverse socio-cultural, economic, political and religious contexts of contemporary society, enabling students to assess their historical origins and development and analyse patterns

of continuity and change, thereby coming to reflect critically on and to deepen their understanding of the present.

- develop students' appreciation of the complexity, uncertainty, ambiguity, and limits of historical knowledge, in order to think empathetically and creatively as well as rigorously about the ways in which different societies – across different periods and places – have engaged with both similar and vastly different experiences to those of the present.

- cultivate students' reflective, complex decision-making, and problem-solving skills, assisting them to manage and integrate their knowledge effectively, and to communicate and present ideas well, thus developing into rounded and engaged graduates who are able to progress to a wide range of further study, career, and life options.

- provide a programme that – while distinctive and relevant - has lasting value for the graduate in a changing world, and provides a stimulating framework within which each student has an opportunity to recognise and reach his/her full potential as a human being, engaging actively with the world around him/her and making a significant contribution in their time and place.

3.   Student learning outcomes of the programme

Learning outcomes in terms of:
  – **knowledge and understanding (K)**
  – **intellectual / cognitive / 'thinking' skills (I)**
  – **physical skills specific to the subject (P)**
  – **employability skills (E)**
The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of their Single Honours History Programme, students will have provided evidence demonstrating:-

Knowledge and Understanding

K1   **Knowledge of the past**.

K2   **British and non-British events**.

K3   **Evaluation of different approaches to the past**.

Intellectual / Cognitive / 'Thinking' Skills

I1   **Sustained and independent study**.

I2   **Continuity and change**.

I3   **Testing hypotheses**.

I4   **Project management**.

Employability skills

E1   **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2   **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;

E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

Learning outcomes demonstrated through:

1. an awareness of a map of past events into which they are able to integrate future studies; and an awareness of continuity and change over extended time-spans and across different societies and cultures; (K1, E9)
2. an in-depth knowledge of particular aspects of the past, both British and non-British; (K2)
3. an ability to undertake sustained and independent study; (I1, E1)
4. an ability to recognise different approaches to history and have confidence and flexibility in evaluating them; with application to appropriate scholarly resources and evidence; (K3)
5. an understanding of concepts such as continuity, causation, change, and development, (I2)
6. rigour in the formulation and testing of hypotheses, selecting research strategies, and discriminating between what is relevant and what is irrelevant to the task in hand, in order to solve problems; (I3, E4)
7. a capacity to engage in self-directed project management: to collect and collate information, sift, select, organize and synthesize large quantities of data, and evaluate and interpret evidence; (I4, E4)
8. an active engagement with and critical understanding of the scope of established historical scholarship, and the ways in which the past has been presented and re-presented; (K2, E3, E9)
9. the ability to report findings orally, visually and in different forms of writing, including reports, essays, digital mediums, and sustained pieces of writing; conforming to scholarly conventions in so doing; (E5)
10. the ability to apply ICT and basic quantitative techniques and understandings to historical study drawing on the digital humanities;
    (E6, E7)

11. professionally relevant skills, understanding and experience, including the ability to work as a member of a group as well as independently, and an aptitude for the effective application historical knowledge in non-academic contexts; (E1, E2, E3, E8)

12. a mature awareness of and ability to make informed choices in the areas of ethical behaviour, social responsibility, issues relating to the environment, access and cultural diversity as they apply to history. (E1, E9)

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

The institution completed an audit of the relationship of existing provision to subject benchmarking statements towards the end of AY 1999/2000. The report on History provision presented to the FASS Quality and Standards Committee (FASS Q&S 00/23) on 6 July 2000 indicated that while the provision in History showed a high degree of congruence with the History Benchmarking Statement, there were a small number of areas in which alterations would usually enhance congruence. The summary of the areas where action was taken can be found in 'PROPOSAL FOR MAJOR MODIFICATIONS TO AWARD BEARING PROVISION (TAUGHT COURSES)' September 2001.

The internal audit of Humanities in July 2009 noted that this programme was fully compliant with the History Benchmarking Statement (2007).

The teaching team includes past and present members of HUDG/History-UK (HE), Fellows of the Royal Historical Society, and of the HEA (reorganized in 2011 re its subject leadership structure). Observations on the discipline at the national level provided buy these three bodies have been noted and employed by the team in revising the documentation for Periodic Review 2014, e.g. in light of the consultation on the National Curriculum for English schools, proposed revision of the History Benchmark Statement. Members of the team also act as External Examiners at other HE institutiones, e.g. Manchester Metropolitan University. This has also facilitated subject externality.

4. Learning outcomes for subsidiary awards

This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	**Generic learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

5.   Content

Summary of content by theme
(providing a 'vertical' view through the programme)

The Single Honours History programme enables students to engage with History as a discipline as well as enabling them to learn, through active engagement with, the skills associated with that discipline. Students, while having the opportunity to concentrate upon a particular aspect of History, are also required to study a variety of periods and both national and world history. Emphasis is placed on the development of students' independent learning through the module HIS 5762 Making History at Level 5 and core HIS 6744 *Dissertation*/HIS 6732 *History Research Report* at Level 6, with opportunities to fashion their assignments in other modules such as L6 HIS6822 *Presenting the Past*. The programme provides professional relevance and by giving students the opportunity to be placed in organizations or with projects that have relevance to History at Levels 5 and 6. Skills for employability, such as data-handling and analysis, research skills, project management, work with digital resources and media, report-writing and oral presentation skills are embedded within the programme at every level and are designed to be of service to students seeking entry to a range of professions (e.g. careers in journalism, the heritage industry, teaching, TV research, politics and public service, the forces, HR and management).

The History Scheme within which the Single Honours Programme fits is progressive in that it is intended to introduce students to, then to develop and facilitate them in the exercise of, historical and skills for graduate-level employment.

As validated, there are <u>three main stages of development</u> within History at Leeds Trinity. Students are guided through these stages which progressively enable them:

1.   to understand the nature of the discipline of history;
2.   to practise history;
3.   to gain enough expertise to handle with confidence some of the tools of historical enquiry.

6.   Structure

BA (Hons) HISTORY (Single Honours)

UCAS CODE:	V100
Duration:	3 years full-time/6 years part-time
Total credit rating:	360
Award:	BA (Hons)

Level 4

Please refer to the Prospectus for entry requirements.

Core: Candidates are required to take:

HIS 4702	Patterns & Periodisation in History	Sem 1	20 credits
HIS 4792	Introduction to Modern World History	Sem 1	20 credits
HIS 4712	The Historian's Craft: Skills & Sources	Sem 2	20 credits
HIS 4772	Turbulence and Transformation: a Study in Depth	Sem 2	20 credits
HIS 4822	History in Contemporary Society	Sem 1 & 2	20 credits
HIS 4332	Professional Development and Placement	Sem 2	20 credits
HIS 4000	Programme Level Assessment		

Programme-level Assessment: Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on Taught Course Academic Regulations).

Level 5

Progression requirements: 120 credits from level 4;

Core: Candidates are required to take:

HIS 5712	Research & Discovery	Sem 1	20 credits
HIS 5702	Problems in History	Sem 1	20 credits
HIS 5832	Figuring the Past	Sem 2	20 credits
HIS 5762	Making History: Research Skills & Independent Study	Sem 2	20 credits
HIS 5752	History Professional Placement	Sem 1&2	20 credits
HIS 5002	Professional Development and Placement (Volunteering)	Sem 1&2	20 credits

And are required to choose one 20 credits from:

HIS 5792	Themes in Modern World History	Sem 2	20 credits
HUM 5312	Writing History: Tales & Textbooks♦	Sem 2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society	Sem 1&2	20 credits

♦ Not available AY 2015/16

Level 6

Progression requirements: 120 credits from Levels 4 and 5; Students must have passed HIS5752 *Professional Development and Placement* or equivalent at Level 5 to progress to Level 6.

Core:	Candidates are required to take:		
HIS 6702	Special Subject 1	Sem 1&2	20 credits

| HIS 6712 | Special Subject 2 | Sem 1&2 | 20 credits |

Core: Candidates are required to choose either 20 or 40 credits from:

| HIS 6744 | Dissertation (40 credits)* | Sem 1&2 | 40 credits |
| HIS 6732 | History Research Report (20 credits) | Sem 1&2 | 20 credits |

Option: Candidates are required to choose 40 or 60 credits from:

HIS 6792	History and Media: Reporting Crisis	Sem 1&2	20 credits
HIS 6822	Presenting the Past	Sem 1&2	20 credits
HUM 6012	Roots of Ideas: The Foundations of Western Thought	Sem 1&2	20 credits
HUM 6252	Professional Learning Through Work *	Sem 1&2	20 credits

Note:

*to be eligible to take module HIS6744 a result of >50% in module HIS5762 must be achieved

HIS6702 must be taken with HIS6712
HIS6712 must be taken with HIS6702
*There is a prerequisite for enrolment on these modules – see section 10.

7.   Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Awaiting generic LTA statement to cover the LTAS - from DVP

Teaching methods are varied and active learning is pervasive. In addition to lectures and seminars, teaching includes the use of field visits, workshops, one-to-one supervision, creative work, visual learning, role-play, student-led group work, digital humanities resources and outputs, and computer-assisted learning. Vocational experience in the form of work placement is central to the Scheme, and students may undertake two placements, one 6-week placement at Level 5, and one year-long placement at Level 6 related to their programme of study.

Students have access to study abroad opportunities, supported via the University's International Strategy and International Office, and their personal tutors who offer guidance on module selection while abroad. Student mobility is encouraged, for example through the course handbook and information provided during intro week. Level 5 is the best time to go abroad, and placements in Level 5 (if approved by the EPO) can be, and have been, done abroad. The programme also has a history of welcoming international students who register on or attend individual modules e.g. through the Erasmus scheme.

During the course of their study at Leeds Trinity University, Single Honours History Students will be required to gain both a breadth of knowledge of periods and themes within History, historiographical debate and an in-depth understanding of specific topics. However, the acquisition of historical knowledge is regarded as subsidiary to the development of historical skills and understandings, which will provide them with skills for employability, the means by which to continue to gain further historical knowledge after they have graduated, and equip them with a habit of historical thinking of lifelong benefit.

In the first stage students are guided to **understand** how evidence is used, and by examining historical content, to **construct** a 'map' of the past within which to place their subsequent studies. Students achieve this through the core module HIS 4702 *Patterns & Periodisation in History*. Parallel to this is the second core module HIS 4712 *Historian's Craft: Skills & Sources*, which develops understandings and skills of hypothesis formulation and providing explanation by enabling students to a) examine the work of other historians and use that examination to construct their own arguments through debate and in writing, and b) gain structured practical experience by understanding a source-

based case study. Both of these modules introduce students to concepts such as causation, change and continuity. The core module HIS 4792 *Introduction to Modern World History* introduces students to geographical range, while HIS 4772 *Turbulence and Transformation: a Study in Depth* allows students to begin exploring History in depth by focusing on one topic; these modules confront students with a range of global ethical issues, and provide opportunities to explore those issues through active learning exercises. HIS 4822 *History in Contemporary Society*, meanwhile, alerts them to the ways in which history is appropriated and used in public contexts, allowing them to understand both the strengths and disadvantages of popular historical representations and to create and reflect on an example.

At the second stage, students utilize the insights and experience gained in stage 4 as they move to the **practice** of History and greater independence. In Level 5 the core module HIS 5712 *Research & Discovery* develops both the critical approach to sources, the planning of research strategies, execution of research in testing hypotheses, and the writing up of findings. This module culminates in students writing a small-scale research report based on primary sources. In the core module HIS 5702 *Problems in History*, students further develop their understanding of how historical enquiry is undertaken by historians through a historiographical case study. Both independence and research skills are reinforced through the core HIS 5762 *Making History,* which offers an opportunity for independent study and grounding in the skills required for the students' Level 6 Dissertation/Research Report. HIS 5832 *Figuring the Past* provides formal training in ICT, digital humanities and quantitative methods re data handling, as well as providing students with a wider experience of the varieties of History. HUM 5312 *Writing History: Tales and Textbooks* continues exploration of the public and popular representation of the past, focusing on historical novels and history textbooks, and once again allowing students to develop creative and professional skills through the creation of a history text of their own. All students extend their professional experience and enhance their employability, by undertaking a six-week professional placement during Level 5, which is supported with introductory lectures and employer input.

At the third stage, students address the objectives listed above at a more **integrated** and **advanced** level in a **sustained** way. In terms of content, the HIS 6702/6712 *Special Subject 1&2* enables students, through a sustained in-depth study, to practise and to be critical of their own work and the work of other historians. Students undertake a sustained piece of individual research in the form of HIS 6744 *Dissertation* or HIS 6732 *History Research Report.* The option modules, HIS 6792 *History and Media: Reporting Crisis*, HIS 6822 *Presenting the Past*, and HUM 6012 *Roots of Ideas: The Foundations of Western Thought,* offer the students the varied options of studying contemporary history, the popular representation of the past, and the foundations of western political philosophy, all of which contribute to directly to the development of the professional contexts in which they may wish to work (such as e.g. careers in journalism, the heritage industry, teaching, TV research, politics, HR and management) and civic consciousness and engagement with contemporary media. A further opportunity for work-based learning also presents itself.

The assessment strategy has been carefully devised in order to maintain as much flexibility as possible, while supporting students' development of the skills to do well in varied forms of assessment.

In accord with the University's Learning and Teaching Strategy, while recognizing the importance of unseen examinations, assessment within the Area of Study reflects the emphasis on active and reflective learning, and skills for life and employabilty, through the use of coursework assessment in the form of essays, reports, digital outputs, visual representation of data, oral presentations and debate, research posters and seen-source analysis exams. This strategy enables the examination of a wider range of skills and a greater use of task-specific exercises than formal timed papers or essays allow. Where more than one assessment mode is used for a module, there has been conscious decision taken for strong pedagogic reasons and after careful consideration of student and staff workload, to do so (there are no more than two assessments per 20 credits). The team has fully implemented the University's safeguards against plagiarism, issues clear guidance to students about the avoidance of plagiarism, and warnings about its consequences. Clear assessment criteria are provided at every stage, and feedback on assessed work is explicitly cross-referenced to these criteria.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Level 4							
Core							
HIS 4702 Patterns & Periodisation	Workshops Tutorials Guided Independent Study	Directed Activities Essay Group Oral Presentation	n/a 1 x 2000 words 1 x 20 mins	Pass = 100% of 10%; Fail = 0% 45%. 45%	Semester 1 S1, week 10 S1, week 9	**R. Mitchell** M. Meikle	
HIS 4712 The Historian's Craft: Skills and Sources	Lectures/Workshops Tutorials/Group discussion/debate Guided Independent Study	Directed Activities Group Oral Debate Report	n/a 1 x 15 mins 1 x 2,500 words	Pass = 100% of 10%; Fail = 0% 35% 55%	Semester 2 S2, week 27 S2, week 28	**M. Meikle** K. Sayer	
HIS 4772 Turbulence and Transformation: a Study in Depth	Workshops Guided Independent Study	Directed Activities Essay Group Poster	n/a 1 x 1,500 words 1 x 2,500 words equivalent	Pass = 100% of 10%; Fail = 0% 35% 55%	Semester 1 S2, week 23 S2, week 28	**K. Sayer** M. Meikle	
HIS 4792 Introduction to Modern World History	Workshops Tutorials Guided Independent Study	Directed Activities Group Oral Presentation Essay	n/a 1 x 15 mins 1 x 2,000 words	Pass = 100% of 10%; Fail = 0% 35% 55%	Semester 1 End of Sem 1 End of Sem 1	**D. Drummond** R. Mitchell	
HIS 4822 History in Contemporary Society	Workshops Tutorials/Fieldvisits Guided Independent Study	Directed Activities Portfolio of reviews Group Oral Presentation based on creative project	n/a 1 x 2000 words 1 x 20 mins	Pass = 100% of 10%; Fail = 0% 45% 45%	Semester 1 & 2 S2, week 22 S2, week 27	**R. Mitchell** K. Sayer	
HIS 4332 Professional Development and Placement	Workshops Individual meetings with development tutors Individual meetings with EPO	Portfolio Directed Activities Placement Reflective Accounts	3,000 words n/a 7 weeks (incl. 2 weeks preparation) 1,000 words equivalent	70% Pass = 100% of 10%; Fail = 0% Pass/Fail 20%	End of Teaching Block During Teaching Block May-June After Placement	TBC	
Level 5							
Core							
HIS 5702 Problems in History	Workshops Tutorials Guided Independent Study	Essay Group oral Presentation	1 x 2000 words 1 x 20 mins	50% 50%	S1, Week 12 S1, Week 13	**M. Meikle,** D. Drummond , R. Mitchell	

HIS 5712 Research & Discovery	Workshops Group project work/ Tutorials Guided Independent Study	Seen Source analysis Report	1x 1,000 1 x 3000 words	30% 70%	S1, week 8 S1, week12	**K. Sayer**, D. Drummond, R. Mitchell	
HIS 5832 Figuring the Past	Workshops Tutorials Guided Independent Study	Data-handling Report Exam	1 x 1500 words <u>equivalent</u> 1 x 2 hours	40% 60%	S2, week 34 End S2 examination period	**D. Drummond** K. Sayer	
HIS 5762 Making History: Research Skills & Independent Study	Workshops Tutorials Guided Independent Study	Portfolio Research proposal	1 x 1,500 words 1 x 2,500 words	40% 60%	S2, week 34 S2, week 41	**M. Meikle**, R. Mitchell, D. Drummond	
HIS 5752 Professional Development and Placement	Workshops Tutorials Placement	Week 1 Diary (blog) Satisfactory completion of placement Report	1 x 1,000 words - Pass/Fail Pass/Fail 1 x 3000 words	0% 0% 100%	End of first week of placement By end of placement period By end of placement period	**M. Meikle**, K. Sayer, R. Mitchell, D. Drummond	
Option							
HIS 5792 Themes in Modern World History	Workshops/Seminars Tutorials and Fieldwork Guided Independent Study	Report Unseen Exam	1 x 2000 words 1 x 1½ hr	40% 60%	S2, week 33 End S2 examination period	**D. Drummond** K. Sayer	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Tutorials Seminars Workshops	Skills Audit Practical class test	 1½ hours	50% 50%	End S2 End S2	**Roberto Rodriguez Saona**	
HUM 5312 Writing History: tales and textbooks	Seminar/Workshop Lectures Guided independent study	Essay Group oral presentation	1 x 2,000 words 1 x 20 mins	50% 50%	S2, week 35 S2, week 37	**R. Mitchell** K. Sayer	
Level 6							
Core							
HIS 6702 HIS 6712 Special Subject	Seminars and tutorials Field visit Guided independent study	Essay Seen source analysis Exam	1 x 2000 words 2 x 1000 words 1 x 3 hrs	50% 50% 100%	S2, week 17 S2, week 28 End S2 examination period	**M. Meikle**, D. Drummond R. Mitchell, K. Sayer,	
Core choice							
HIS 6744 Dissertation	Workshops Tutorials Guided independent study	Dissertation	1 x 8,000 words	100%	S2, week 35	**D. Drummond** M. Meikle, R. Mitchell, K. Sayer	
HIS 6732 History Research Report	Workshops Tutorials Guided independent study	Research Report	1 x 4000 words	100%	S2, week 35	**D. Drummond** M. Meikle, R. Mitchell, K. Sayer	
Option							
HIS 6792 History and Media: Reporting Crisis	Lectures and workshops Group tutorials Guided independent study	Research Report Research Report	1 x 2000 words 1 x 2000 words	40% 60%	S1, week 13 S2, week 36	**D. Drummond** K. Sayer	
HIS 6822 Presenting the Past	Workshops/Seminars Tutorials and Fieldwork Guided Independent Study	Group oral & poster Independent Study	1 x 20 mins 1 x 2,500 words	50% 50%	S2, week 17 S2, week 33	**R. Mitchell** K. Sayer	
HUM 6012 Roots of ideas: The Foundations of Western Thought	Lectures/Seminars/Workshops Individual Tutorials Guided independent study	Individual presentation and debate with handout	1 x 30 mins	100%	S2, week 32	**R. Mitchell** N.Uglow	

| HUM 6252 Professional Learning Through Work | Tutorials Telephone support Guided independent study | Project Proposal Final project report Oral presentation | 1 x 1,000 words equivalent 1 x 3,000 words 1 x 10 mins | Pass/Fail 75% 25% | Start of Academic Year S2, week 34 S2, week 35 | **M. Meikle**, D. Drummond K. Sayer, R. Mitchell, | |

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development								
Adjust LO codes as necessary. ➔ *These must match module descriptors.*	K1	K2	K3		I1	I2	I3	I4	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knowledge of past	British & non-British events	Evaluate diffrerent approaches to history		Sustained and independent study	Continuity and change	Test hypotheses	Project management	N/A	N/A	N/A	Slef-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
Level 4																				
Core																				
HIS 4702 Patterns & Periodisation	▓	▓											▓		▓	▓		▓		
HIS 4712 The Historian's Craft: Skills and Sources			▓				▓					▓		▓	▓	▓				▓
HIS 4772 Turbulence and Transformation: a Study in Depth	▓	▓				▓		▓					▓		▓					▓
HIS 4792 Introduction to Modern World History	▓	▓			▓			▓				▓		▓	▓					▓
HIS 4822 History in Contemporary Society	▓							▓				▓	▓					▓	▓	
HIS4332 Professional Development and Placement												▓	▓		▓			▓		
Level 5																				
Core																				
HIS 5702 Problems in History	▓		▓		▓		▓						▓		▓	▓				▓

Adjust LO codes as necessary. These must match module descriptors.	K1	K2	K3		I1	I2	I3	I4	P1	P2	P3		E1	E2	E3	E4	E5	E6	E7	E8	E9
HIS 5712 Research & Discovery	■	■	■		■		■	■					■			■	■	■	■		■
HIS 5832 Figuring the Past	■	■	■										■	■	■	■	■	■	■	■	■
HIS 5762 Making History: Research Skills & Independent Study	■				■	■	■	■					■			■			■		
HIS 5752 Professional Development and Placement	■		■					■					■	■	■	■			■	■	■
Option																					
HIS 5792 Themes in Modern World History	▨	▨	▨			▨							▨			▨	▨			▨	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	▨	▨											▨		▨					▨	
HUM 5312 Writing History: tales and textbooks	▨		▨					▨					▨	▨					▨		
Level 6																					
Core																					
HIS 6702 HIS 6712 Special Subject	■	■	■		■	■	■	■					■		■	■	■	■			
Core choice																					
HIS 6744 Dissertation	■	■	■		■	■	■						■		■	■			■	■	■
HIS 6732 History Research Report	■	■	■		■	■	■						■		■	■			■	■	■
Option																					
HIS 6792 History and Media: Reporting Crisis	▨	▨	▨			▨	▨						▨	▨		▨			▨	▨	
HIS 6822 Presenting the Past	▨		▨				▨							▨	▨	▨				▨	
HUM 6012 Roots of ideas: The Foundations of Western Thought	▨		▨				▨						▨			▨			▨		
HUM 6252 Professional Learning Through Work	▨		▨		▨			▨					▨		▨					▨	▨

8.   Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at a minimum of grade C (or equivalent). Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.

9.   Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
Students must have passed HIS5752 *Professional Development and Placement* or equivalent at Level 5 to progress to Level 6.

10.   Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level *Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*
HIS 6702 *History Special Subject 1* and HIS 6712 *History Special Subject 2* must be taken together. Students must have been awarded a <u>module</u> pass result in HIS4792 to be eligible to take HIS5792. Students must have been awarded a <u>module</u> result of >50% on HIS 5762 *Making History: Research Skills & Independent Study* to be eligible to take HIS 6744 *Dissertation*.

11.   External examining arrangements

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)
The external examining arrangements will be as required by the University regulations. Modules coded HUM and HIS will go through the Humanities Panel of Examiners, but the History External Examiner will have overall responsibility for the Programme.

12.   Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

As is the norm in the discipline of History, word counts will include in-text quotations in all forms of written assessment, in all modules, but exclude footnotes and bibilographic materials.

Students have access to study abroad opportunities, supported via the University's International Strategy and International Office, and their personal tutors who offer guidance on module selection while abroad. Student mobility is encouraged, for example through the course handbook and information provided during intro week. Level 5 is the best time to go abroad, and placements in Level 5 (if approved by the EPO) can be, and have been, done abroad. The programme also has a history of welcoming international students who register on or attend individual modules e.g. through the Erasmus scheme. Students also have extra curricula opportunities for mobility via the Chaplaincy (which organises supported group visits overseas, e.g. Rome, as well as pilgrimages, e.g. Lourdes, which students of all faiths and none access equally), and opportunities to apply to Camp America and similar projects. The University cannot, however, fund travel abroad.

Some NP4s contain references to bibliographic materials that may seem 'dated': it is necessary within the discipline to track the formation of the historiography and of historiographical debate, and it is therefore essential to maintain access to older 'classic' texts and editions.

Some modules at Level 4 and Level 5 are to be delivered in one semester, others over two semesters. This is in response to student feedback that sought to maintain the pace of learning, and also to ensure that certain key skills are acquired and tested quickly, thereby giving reassurance and underpinning further work. In the remaining instances, the course team considered it vital to allow time for a longer period of exposure to the material. At Level 5 the use of the shorter format for all Cores and two Options facilitates students accessing study abroad opportunities for a single semester. All modules at Level 6 are taught in the longer format, in order to enable students to spend more time with the material, which supports the sustained and independent learning approproiate to the level.

13.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Students will not be disadvantaged, in relation to the completion of their programme or of individual modules, if they are unable to participate in field/site visits due to a disability. The teaching teams are required to ascertain which sites are accessible, and the sites used in any one year will be selected to best fit the students' needs, and/or be subject to a critique of their accessibility. The team also have considerable experience in supporting students with a range of specific learning difficulties, visual impairement, hearing impairment, mental health concerns and chronic ilnesses and medical conditions.

History primary sources cover a range of media: textual, visual, material, oral/aural, digital etc. Students' specific requirements for accessing this variety of media, as well as completing assignments, are identified and addressed via learner support plans.