Programme Specification

Bachelor of Arts (Honours) in History

Programme(s) valid from September 2012

JACS code: V100
Programme Code: V100

Valid for delivery at:

- University of Derby (Kedleston Road)
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SECTION ONE: GENERAL INFORMATION

Programme Title
Bachelor of Arts (Hons) History
Bachelor of Arts (Hons) History with Foundation Year

FINAL AND INTERIM AWARDS

Final Awards:
Bachelor of Arts (Honours) in History
Bachelor of Arts in History (without honours)

Interim Awards:
Diploma of Higher Education
Certificate of Higher Education

MODE OF STUDY
Full Time / Part Time
The Foundation Year is only available for full time study

PROGRAMME START DATE
September 2012

AWARDING INSTITUTION
University of Derby

COLLEGE MANAGING THE PROGRAMME
Arts, Humanities and Education

INSTITUTION DELIVERING THE PROGRAMME
University of Derby

RELEVANT EXTERNAL SUBJECT BENCHMARK STATEMENT(S)
The development of this programme is consistent with the guidelines laid down in the current QAA History Benchmarking Statement 2007. The statement can be viewed at http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-History.aspx

EXTERNAL ACCREDITATION /RECOGNITION
N/A

JACS Code
V100

PROGRAMME SPECIFICATION LAST UPDATED
February 2018
SECTION TWO: OVERVIEW AND PROGRAMME AIMS

RATIONALE

Our vision for the study of history at the University of Derby has been focused by our determination to provide you with a course that is relevant, inclusive and student-centred. The undergraduate programmes reflect the vibrancy, cultural significance, social value and political relevance of historical study. Thus, although History ranks among the traditional academic subjects, with long-established concerns, standards and aims, it remains a dynamic and exciting part of the University’s commitment to delivering a curriculum that is fit for the future. History is constantly changing its focus, expanding its range, absorbing new themes and revealing the diversity of our culture and communities. It is also a subject that embraces interdisciplinarity. History engages with provocative ideas and innovative methodologies, as they emerge from other subjects in the arts, humanities and social sciences. Furthermore, as well as being intellectually stimulating, History is entertaining, inspiring and moving. It encompasses the full variety of human experience, providing you with opportunities to sharpen your understanding, empathy and intelligence. History is also a highly practical subject. It develops the analytical, writing and oral communication skills that will greatly enhance your employability. Drawing all of these features of the discipline together, we hope to deliver a learning experience that encourages your passion for history, broadens your understanding of human affairs and provides skills and knowledge that are relevant to achieving your goals in life.

The programme concentrates on modern history from the sixteenth century onwards. This focus has been driven by student demand, with modern history remaining the most popular area of study amongst undergraduates. The emphasis on modern history reinforces the complementary relationship that the History programme has with other subjects in the University, such as American Studies, English and Film and Television Studies. We are also aware that modern history is at the heart of the school history curriculum, as well as informing the teaching of recent developments in the national curriculum, such as citizenship. If you are thinking of pursuing a career in teaching, you will therefore be acquiring knowledge that will be directly applicable in the classroom.

A particularly distinctive feature of this history programme is the opportunity to study contemporary history, which is reserved for postgraduate level in many universities. The study of contemporary history will enable you to apply historical knowledge to an understanding of present day social, political and cultural issues. By examining issues in our current times, you will be able to draw attention to groups in society whose history has often been ignored, as you trace contemporary issues back into earlier periods. This helps to democratise history and to ensure that it is inclusive of all of our pasts. You will become a better informed citizen, whilst gaining a perspective on current developments that will prove valuable in careers such as journalism, law, politics or the civil service.

In terms of geographical scope, the programme offers a varied curriculum, with coverage of British, European and international history. Throughout the programme, but particularly at level 4, there are a number of survey courses. These are designed to introduce you to periods of history not frequently studied at GCSE and A level, and to act as an introduction to the subject if you are new to the discipline or returning to it after a break from active study.

The rationale behind our modules is to ensure that you gain a breadth of knowledge covering a range of time periods, cultures and geographical areas. They ensure that you understand the importance of historical perspective and can appreciate the complexities of continuity and change. You will become familiar with a variety of historical themes and
specialisms, including political, economic, environmental, military, medical, gender, social and cultural history.

We seek to emphasise the diversity of human society and experience through the study of different nationalities, races, classes, genders, sexual orientations and group identities. We will introduce you to changing views on the human mind and body, including attitudes to physical and mental disabilities.

The degree programmes have been designed to provide you with a grounding in practical research skills, historical methodology and historiography. The second year Research Project and third year History Independent Study (PDP) enable you to develop and deepen your particular interests, under individual supervision, leading to the production of substantial pieces of historical research. Throughout the undergraduate programme, you will be encouraged to engage in archival research. You will be introduced to a wide range of written, oral and visual sources, as well as evidence from material culture, the built environment and the landscape. You will have the opportunity to develop and apply practical skills, as well as engaging with current areas of academic debate. The programme will enable you to acquire substantial experience of independent study, whilst developing your research and writing skills. Our prescribed modules, in addition to our programme of study skills days, will place particular emphasis on enabling you to undertake primary source research, which may include archival research in a variety of local and national repositories. Field trips and study visits will enable you to draw on the resources of the rich heritage of Derby and Derbyshire. There are also opportunities to visit places of historical importance elsewhere in the country. Our rationale for teaching and learning is therefore not one which is bound by the walls of a classroom.

The teaching staff will take care to provide you with expert individual tuition on projects and dissertations. The quality of the supervision we offer is a distinctive feature of the programme, and is something of which we are justifiably proud. Our external examiners have consistently commented on the high quality of the final year dissertations. One of our recent graduates was awarded a prize in the Royal Historical Society undergraduate dissertation competition, an achievement matched by relatively few history departments around the country. We will provide a student-centred and varied learning experience. We employ several approaches to teaching and learning, including formal lectures, student-led seminars, workshops and tutorials. Active student participation and a relaxed, inclusive style are hallmarks of the course. All history modules are accompanied by online support packages. These include copies of module handbooks, lecture and seminar notes and facilities for you to communicate with tutors via e-mail and online noticeboards. We aim to provide an atmosphere in which your enthusiasm for reading, writing and debating about history will flourish; in which your specialist knowledge will blossom; and in which your research and analytical skills will continue to mature. We also wish you to develop your own areas of interest within the history programme. We do have a number of prescribed modules on the single and joint honours degrees. These are designed to offer you the certainty of acquiring essential academic, subject-specific and transferable skills. However, within these modules there is an opportunity for you to choose which question to answer for many of the assessments, allowing you to control the content and focus of your degree.

A crucial aspect of the programme is to ensure that you have excellent employment prospects on graduation. History graduates remain highly competitive in the graduate
employment market. However, we hope that our diverse and innovative coursework assessment strategy will enable you to highlight a range of valuable skills to potential employers, thus further enhancing your prospects.

At levels 5 and 6 we have also incorporated opportunities for you to undertake work-based learning modules. These give you the chance to apply your historical knowledge in the context of a heritage or History related industry. They provide experience that will prove valuable if you intend to enter careers in teaching, museum curatorship, librarianship and archival work or tourism. Alternatively, they are an opportunity for you to examine the public role of History and to gain more generic employability skills. To complement the employability aspects embedded within our modules, we also have close links with the Career Development Centre and operate a supportive programme of Personal Development Planning.

Your programme of study has been designed by an enthusiastic team of historians. We are all research active with an established record of publications. We share a strong commitment to ensuring that scholarship informs our teaching and to ensuring that your learning is supported by high standards of staff expertise. In particular, we guarantee that the staff who engage in research, and thus produce publications, are also the staff who will teach you throughout the three years of the degree.

We are committed to maintaining a student focus and to building upon our reputation as a friendly and approachable group of staff. As well as keeping up-to-date in our respective research fields, we are also constantly engaging with new teaching and learning methods. Through our design of such modules as Public History: Marketing and Presenting the Past, we have demonstrated our commitment to creating an innovative and student-centred learning environment, which will allow you to acquire or enhance an array of relevant knowledge and skills.

We are confident that our flexible, innovative approaches will deliver a degree course that is responsive to your needs and interests. We are aware of the pace of change in the dynamic higher education sector and we appreciate the constantly changing demands of the graduate employment market. Yet, we do not lose sight of the fact that you have also come to study history because of an interest in the subject and that it is a fascinating and socially necessary academic discipline. We look forward to sharing with you our enthusiasm for history and to creating an interactive and exciting environment for learning about the past and its relationship with the present.

PROGRAMME AIMS

The programme aims are consistent with those expected of students engaged in undergraduate activity. They also reflect the recommendations of the QAA benchmarking statement for History.

The programme aims to:
• develop your skills of historical analysis and interpretation, enabling you to undertake critical appraisal of a range of primary and secondary source materials through the application of appropriate theories and methodologies
• enable you to understand the history of more than one country, encouraging your appreciation of the interconnectedness of different national histories, thus developing your understanding of global issues
• give you an appreciation of processes of continuity and change over an extended time-span, thus allowing you to avoid reductionism through an appreciation of the complexity and diversity of situations, events and mentalities.

• allow you to explore past cultures and value systems, and to understand alternative societal, economic and political structures, thus enabling you to adopt comparative approaches to understanding historical change and to appreciate the range of social, political and cultural diversity in the contemporary world
• promote your powers of critical reasoning, encouraging you to demonstrate independence of thought and developing your capacity to marshal effective arguments in support of your ideas
• provide you with opportunities to develop your ideas in the context of collaborative learning allowing you to demonstrate your capacity for team work
• develop organisational, conceptual and communication skills that will enhance your employability

SECTION THREE: PROGRAMME LEARNING OUTCOMES

Learning Outcomes indicate the broad expectations of student achievement at each level. Overall outcomes derive from the various individual module outcomes specified at each stage of study. Therefore, if you successfully demonstrate outcomes within modules you will be deemed to have satisfied the learning outcomes required by the overall programme. The programme’s learning outcomes are consistent with expectations of the outcomes of degree level study, whilst at the same time articulating skills described in the QAA History Subject benchmarks.

The Programme Learning Outcomes are described in terms of:

- Knowledge and Understanding
- Intellectual Skills
- Practical and Subject Specific Skills
- Transferable Skills.

A table mapping these Learning Outcomes against specific modules can be found in the appended Curriculum Map document.

Knowledge and Understanding

On completion of the programme, you will be able to:
1. Understand the nature of history as an academic discipline, especially its relationship with other disciplines and its public function in contemporary society.
2. Demonstrate a knowledge and understanding of a range of different methodological approaches used in the writing and interpretation of modern and contemporary history.
3. Demonstrate an understanding and knowledge of different types of history and their historiographies.
4. Demonstrate an understanding of major themes, events and historiographical debates within national and transnational histories of more than one country or region, and an awareness of the associated historiographies.
5. Demonstrate knowledge of a specific topic, which you will study in depth.
6. Understand and engage with debates on the causes and nature of social, political, cultural and economic change within regional, national and international contexts.

Intellectual Skills

On completion of the programme, you will be able to:

1. Comprehend and engage with competing theories, interpretive perspectives and academic debates.
2. Critically explore and analyse the range of ideas and beliefs that have shaped different societies in the past.
3. Explore and critically assess the degree of continuity and change in key periods of history.
4. Undertake critical evaluations of different approaches to the study of history and evaluate the usefulness to the historian of a range of concepts in political, social, cultural and intellectual history.
5. Demonstrate your powers of critical reasoning and develop arguments through independent thought.
6. Develop your ideas in the context of collaborative learning.

Practical and Subject-Specific Skills

On completion of the programme, you will be able to:

1. Demonstrate skills of historical analysis and interpretation by identifying, interpreting and utilising a wide range of different types of historical sources.
2. Present written work that adheres to academic conventions with regards to style, referencing, and the use of bibliographies.
3. Present coherent arguments based upon scholarly research utilising a range of appropriate methodological approaches.
4. Critically engage with conceptual and historiographical debates.
5. Successfully complete research based upon the investigation of a hypothesis to form a sustained piece of historical analysis.
6. Critically assess the development of your academic and transferable skills.

Transferable skills

On completion of the programme, you will be able to:

1. Organise your time effectively.
2. Demonstrate a capacity for initiative and independent learning and working.
3. Use relevant information technology in order to undertake and present research. 
4. Manage projects by planning and implementing a programme of independent research. 
5. Demonstrate effective oral and written communication skills. 
6. Work effectively with others. 

SECTION FOUR: PROGRAMME STRUCTURE

STRUCTURE AND CURRICULUM

Level 4

At level 4 you will study the six prescribed modules as set out on the following diagram.

In these modules you will be introduced to the ideas and skills essential to the development of an analytical and conceptual approach to the study of History, and to the ability to critically evaluate historical evidence. These skills are developed in the module Historical Methods and Sources, which involves the study of various approaches to History, and considers the relationship between theory and historical research methods. The module also ensures that you will gain familiarity with the essential learning and study skills required for success at degree level.

At this level there are a number of survey courses on British and European history. These are designed to introduce you to periods of history not frequently studied at GCSE and A level, providing a platform for modules at levels 5 and 6. The modules at level 4 also anticipate the need for a good general introduction for those of you who are returning to study after a break from full or part time education.

The survey courses ensure that you will acquire a breadth of knowledge covering a range of time periods, cultures and geographical areas. They will enable you to develop an understanding of the importance of historical perspective, thus allowing you to appreciate the complexities of continuity and change. The modules ensure that you are exposed to a range of historical themes and specialisms, including political, economic, social and cultural history.

Level 5

At Level 5 you will study the prescribed modules shaded grey on the following diagram. You will study ‘Research Project’, ‘Contemporary Issues in the Creative and Cultural Industries’ and ‘Public History: Marketing and Presenting the Past’. In addition, you will study either ‘Society, Culture and Politics in the First World War’, or ‘Close Encounters: European
Imperialism and Decolonization, 1757-1960’. You will then choose two additional modules from a list of options.

The level 5 modules develop the range of skills and knowledge acquired in level 4, through a more detailed exploration of historical concepts and methodologies.

The Research Project, which is a prescribed module, builds upon skills acquired in Historical Methods and Sources.

It enables you to gain experience in the writing of a substantial research project and is accompanied by a seminar series on research methodology. You will choose the topic of the project, in consultation with a member of staff. You will be encouraged to link the topic to a module from either level 4 or 5, to provide some additional support and context as you make the transition to more independent learning. The Project is intended as preparation for the History Independent Study (PDP) at Level 6.

‘Contemporary Issues in the Creative and Cultural Industries’ is an opportunity to apply the skills you have acquired in a real-world context. The module will allow you to develop a problem-orientated professional approach by asking you to consider potential solutions to a real-world challenge facing an organisation or business in the creative and cultural industries.

Another prescribed module is ‘Public History: Marketing and Presenting the Past’. This will further develop your research skills. It will also enable you to develop as a team player, as much of the assessed work is based on collaboration with other students. The module will provide opportunities for you to demonstrate creativity and IT skills through the design of posters, leaflets and websites. These marketing tools will be used to publicise the one day conference, which is the culmination of the module. The conference will be open to the public. You will therefore be encouraged to make links with groups in the local community, and to think about the wider cultural significance of history. You will be involved in the presentation of the conference paper, which will be a great opportunity to develop your confidence in your oral communication skills.

‘Society, Culture and Politics in the First World War’ and ‘Close Encounters: European Imperialism and Decolonization’ allow you to broaden your focus to include international and global history, taking you beyond the focus on British and European history that existed at Level 4. The former enables you to debate the impact of warfare not only within Britain and Europe, but also on the wider world. The latter examines the interrelationship of Europe with the wider world over a longer period of time. Both these modules encourage you to explore history in a global context.

The option modules at Level 5 (of which you will choose two) are largely focused on the eighteenth, nineteenth and early twentieth centuries, with coverage of British and European history. You will have a varied diet of social, cultural, political, economic, military and medical history in these modules, and will have the opportunity to specialise in particular approaches to history, or time periods.

Level 6

At level 6, you are expected to demonstrate more advanced and developed critical analysis in the solving of historical questions. There is a greater emphasis on independent guided learning, and you will be expected to manage a significant project at this level. All students will select either the History Independent Study (PDP) or Work-based learning (PDP). Both
of these modules will enable you to research a topic in significant depth and will give you the opportunity to engage with primary source research. The History Independent Study (PDP) enables you to demonstrate the skills of historical analysis and research, through the detailed investigation of a historical issue/debate of your choosing. Work-based Learning (PDP) enables you to undertake a significant project for an organisation such as a museum, archive, library or school which will draw upon your skills as a historian.

Alongside studying one the two independent research projects, you will also select four of the optional modules, as set out on the diagram below. These modules cover a range of eighteenth, nineteenth and twentieth century history. However, some modules adopt a longer timeframe, such as Historians and Material Culture. There is also the opportunity to undertake detailed study of contemporary history, which is a particularly distinctive feature of the degree programme at Derby. As at previous levels, there is a balance of coverage between British, European and international history.

By the end of level 6 you will have developed your academic and applied skills, and your academic and professional potential, in such a way as to enhance your employment prospects, whilst providing a foundation for postgraduate work and research, should you wish to progress to further study.
### Programme Structure Diagram: BA (Hons) History

**Key:** Prescribed ☐ Optional ☐ 120 credits studied per level

#### Autumn Semester:

<table>
<thead>
<tr>
<th>LEVEL</th>
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<tbody>
<tr>
<td>FIVE</td>
<td>European Cultural Identities and Ethnic Minorities (20 credits)</td>
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<tr>
<td></td>
<td>Goodbye Lenin: The Rise and Fall of the Soviet Union (20 credits)</td>
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<tr>
<td></td>
<td>Behind Closed Doors: Gender and Sex, 1685-1870 (20 credits)</td>
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<tr>
<td></td>
<td>Contemporary Issues in the Creative and Cultural Industries (20 credits)</td>
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<tr>
<td></td>
<td>Society, Culture and Politics in the First World War (20 credits)</td>
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#### Spring Semester:

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<th>LEVEL</th>
<th>Courses</th>
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<tbody>
<tr>
<td>FIVE</td>
<td>The Making of Modern Medicine (20 credits)</td>
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<tr>
<td></td>
<td>Triumph of the Dark: Europe Between the Wars, 1918-1939 (20 credits)</td>
</tr>
<tr>
<td></td>
<td>Public History: Marketing and Presenting the Past (20 credits)</td>
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<tr>
<td></td>
<td>Close Encounters: European Imperialism and Decolonization, 1757-1960 (20 credits)</td>
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#### Autumn Semester:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Courses</th>
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<tr>
<td>SIX</td>
<td>Exploring the Slum: The Politics of Poverty in Britain (20 credits)</td>
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<td></td>
<td>France: Culture and Society, 1940-1962 (20 credits)</td>
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<td>Continuity and Change in Contemporary Britain (20 credits)</td>
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<td>Keeping the Peace?: Conflict, Power and Diplomacy since 1945 (20 credits)</td>
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<td>Historians and Material Culture (20 credits)</td>
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#### Spring Semester:

<table>
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<tr>
<th>LEVEL</th>
<th>Courses</th>
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<tbody>
<tr>
<td>SIX</td>
<td>British Country Houses and their Families (20 credits)</td>
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<td></td>
<td>The People’s War, The People’s Peace: Britain, 1939-1951 (20 credits)</td>
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<td></td>
<td>Beyond Opium and Takeaways: China and the World since 1839 (20 credits)</td>
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<td></td>
<td>Yugoslavia and After: 1980 to the present (20 credits)</td>
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PERSONAL DEVELOPMENT PLANNING (PDP)

The purpose of our arrangements for PDP are to ensure that you are continually reviewing your progress, both in terms of academic and employability skills. You will be asked to create a PDP file, which will effectively be a portfolio of your activities whilst at university. The PDP file will, of course, include the outcomes of your academic work, including feedback from tutors and your own critical self-reflection on your progress. But, it might also include assessment of the experiences you have gained from involvement with student societies, from participation in voluntary projects or from paid employment. Our aim is to ensure that you are constantly reviewing your experiences and developing expertise. Are these the right ones for the career path that you may later choose to follow? Successful completion of our degree programme will open up a vast range of graduate employment opportunities. However, for most professional careers, the degree on its own will not be sufficient. You will be competing against other graduates who have acquired relevant expertise through work placements, training schemes and voluntary programmes.

It is therefore important that we ensure that you gain requisite experience and skills, as you progress through the degree, in order to maximise your employability. Throughout the course, you will have PDP interviews with your year tutor, who will explore your career aspirations, review your PDP file and advise you on the development of your employability skills. Early in your university career, your year tutor will encourage you to complete an initial skills assessment. The results of this skills assessment can form the basis of your PDP file. In particular, alongside consideration of your career aspirations, it should help you to draw up a set of priorities and an action plan. The file should also contain a copy of your CVs: you should have more than one CV, with each being geared to particular fields of employment or further courses of study.

You can use the PDP file to manage your academic progress. You can include work in progress, such as plans for assignments and notes on meetings with your tutors. It is a good idea to include evidence of seminar preparation and to show awareness of your capacity for both independent and collaborative work. Review of the academic content of your PDP file should help you identify strengths and weaknesses, allowing you to address the latter through our study skills days, as well as through guidance from your tutors more generally.

You will see that academic and transferable skills are incorporated into the learning outcomes strategy for the degree programme. They will be reflected in all modules. As you pass a module, you should be able to review the outcomes that you have achieved and build them into a summary of your skills in the PDP file. Some modules will particularly highlight your development of independent thought and self-directed working. These include Historical Methods and Sources and the History Independent Study (PDP). Other modules offer the opportunity to develop your employability, such as the work-based learning modules at levels 5 and 6. The Material Culture module (level 6) enables you to acquire skills that would be useful to a career in the museums and heritage sector. Meanwhile, the level 5 module, Public History: Marketing and Presenting the Past, combines academic and employability skills. It develops research abilities, highlights team-working skills and allows you to show practical and creative skills. You will enhance your communication skills and develop your confidence in terms of networking. It is also possible to undertake the Research Project as an applied history assignment. Our assessment strategy is designed to enhance a range of transferable skills, as well as demonstrating your capacities for both independent and collaborative working. Altogether, the academic and employability skills, which we have embedded within our modules, will foster self-reliance, develop your powers of critical evaluation and highlight your ability to be innovative and creative.
Our approach is informed by the recommendations of the QAA and the good practice promoted by the Higher Education Academy (HEA). It is also informed by the University’s own policies on PDP.

You will see that the PDP strategy highlights six key areas. All of these are addressed by the History undergraduate programmes:

1. Communication: our whole approach to teaching, learning and assessment is designed to promote a range of verbal and written communication skills.
2. Application of Numbers: you will gain these skills through the opportunities to study economic history and the techniques of quantitative analysis, which this will involve.
3. Information Technology Skills: you will develop good word-processing skills; gain experience of compiling data bases; and become aware of appropriate ways of using internet resources
4. Working with others: you will gain experience of working with others through group work and the delivery of seminar presentations.
5. Management of own learning: successful completion of our degree, which involves a considerable amount of self-directed study, will require you to develop effective time management strategies. This will be particularly evident on modules such as the the History Independent Study (PDP).
6. Problem Solving: the history degree is based upon an investigative and problem-solving approach to understanding the past. Throughout the degree we are developing your capacity for independent, innovative thinking. Such skills are essential if you are to develop a creative and entrepreneurial approach to the pursuit of your graduate employment plans.

Every year, we hold an Employability Day, which provides us with an opportunity to highlight the range of career options available to our graduates. We invite local employers to speak and also involve former students, who are able to give the benefits of their experience of the transition from undergraduate study to graduate employment. Part of the day is usually directed towards careers that will involve the continued use of your historical knowledge, such as teaching and museums. The rest of the day is often devoted to other graduate employment routes as well as advice on postgraduate study. The Employability Days also include team-based activities, such as the business game Xing.

Throughout your time at Derby, and for some time after you graduate, the Careers and Employment Service will also be able to help you in terms of career planning and self-reflection, as well as offering a range of resources for you to access. It is an excellent resource for researching the various employment opportunities that will be open to you as a graduate, and it is never too early in your university career to visit the Service. The staff of the Service can help you with short, medium and long term employment needs, but will also help you to reflect on your ambitions and aims. They can help you access volunteering opportunities and internships through which you can gain valuable experience and skills. You can also take this further through the Employer Mentoring Scheme, which enables you to network and benefit from the experience of employers.
SECTION FIVE: PROGRAMME DELIVERY
LEARNING, TEACHING AND ASSESSMENT

We encourage and enable all our students to become independent learners throughout the programme. We want you to be able to manage and shape your own learning by planning your time, identifying appropriate sources and materials, planning your work and, in some modules, identifying the research topics that you are going to explore.

However, we do not leave you completely on your own. Across the programme there is structured teaching in the form of lectures, tutorials, seminars, workshops and study visits. These are designed to help you to develop your knowledge and understanding, to encourage you to work with and learn from your fellow students, and to provide a shape and structure to your learning.

Lectures:
Most modules will incorporate lectures into their teaching and learning strategy. Lectures are employed to provide a framework for the modules; to place issues in context; to introduce you to recent and current areas of historical debate; to give an insight into different approaches to historical analysis; and to provide reasoned historical arguments. You will be encouraged to pay attention to the analysis and argument being offered by the lectures, and not to see them simply as exercises in fact gathering. Also, lectures are designed as a springboard for further study; they are not, and could never pretend to be, a comprehensive survey of the given topic. You should use lectures as a foundation for further reading, upon which to develop your own point of view.

As appropriate to the module, the lecturer may use a mix of PowerPoint slides, handouts, photographs, video and audio clips to clarify and exemplify the content of the lecture.

Seminars:
As with lectures, attendance at seminars is compulsory, and many History modules incorporate a formal assessment of seminar performance. Seminars are structured around questions for debate with assigned reading and documents for analysis. Every week you will be expected to take an active part in class discussions. In many modules these discussions will be student led, often in the form of a presentation that then leads to a class debate. Initially, as students develop their confidence, the tutor will be willing to make frequent contributions to discussions, but, by level 6, there is greater emphasis on students directing the seminars. Because of this high level of interactivity seminars are an excellent way for you to test out your knowledge and ideas, to gain an understanding of other views and approaches, and to develop your ability to work in a team, your oral communication skills, and your ability to engage in academic debates.

Workshops:
Workshops are similar to seminars. They may be led by a member of staff in the first instance, but will involve considerable input from you and your fellow students. Activities in workshops may involve critical examination of primary documents, object analysis or detailed historiographical debates. These are an opportunity to engage directly with important historical materials, and to develop a critical understanding in their role in researching the past.
Tutorials:
For all modules students are encouraged to approach staff for individual tutorials to discuss your coursework preparation, and your learning and development on individual modules and the wider programme. They give you the opportunity to discuss a range of topics such as essay plans, ideas for debates within seminars, to gain some specific guidance about academic writing and referencing, and/or building a bibliography. Tutorials also form the main teaching contact for the level 5 modules Public History and Research Project and the level 6 modules History Independent Study (PDP) and Work-based Learning (PDP).

Study Visits:
Study visits give you the opportunity to see issues in context, to analyse primary evidence and to understand the applied nature of historical study. Although not all modules incorporate study visits, there will be a number of opportunities for you to participate in visits. When planning study visits we will always consult with you to check that any individual needs or disabilities are catered for in the arrangements. Most of the places we visit have excellent disabled access.

It is important, when participating in study visits, that you observe all the health and safety regulations. Guidance on health and safety is outlined briefly in this document and also on the University’s website.

Ethics:
All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics

Assessment:
All modules run by the core programme team are assessed entirely by coursework. The range of coursework assessments is varied and weightings ensure that account is taken of a breadth of written and oral skills. Apart from essays and individual or group presentations, you will be able to undertake case studies and small research projects. There is also the opportunity to design web pages, create posters and to write book and film reviews. You will be required to analyse and contextualise evidence from primary sources. There will be some field-based assignments, including analysis of the landscape, the built environment and material culture. You will have the chance to engage in peer assessment. All forms of assessment are linked to clear learning outcomes, in line with the QAA history benchmarking recommendations. As a result, you should be able to clearly chart your acquisition of subject-specific knowledge, as well as your development of a range of academic and transferable skills.

Detailed information on assessments for each module is contained in the relevant module handbooks and is also available on UDo. Submission dates for coursework will be communicated to you at the commencement of each semester. Coursework will be returned to you with detailed comments. You are also encouraged to make tutorial appointments, so that you can discuss your assignments in the preparation stage and receive additional feedback on marks. Quality of marking is assured by internal and external moderation. This programme operates within the University’s Regulatory Framework and conforms with its regulations on assessment.
This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment with the exception that, for the Foundation Year of studies, all modules contributing to the 120 credits of study must be passed to proceed onto Level 4.
SECTION SIX: ADMISSIONS

ENTRY CRITERIA

Our requirements can be found at the following link:

http://www.derby.ac.uk/courses/history-ba-hons/

We hold Open Days throughout the year, at which you will be able to find further information on our entry procedures. We do not usually hold interviews, although we may offer an interview if there is any uncertainty concerning your suitability for the programme.

International Entry Requirements
Applications from European and international students are welcomed. To begin the course with us, you will need to have qualifications and experience that are at the same level as we would expect from a UK student applying for the same course. You will also require adequate English language skills. You will be able to find information about these requirements on the university website.

Progression agreement
The University of Derby has agreed to admit to the BA History degree on an individual basis those students who complete the HELP University College (Kula Lumpur, Malaysia) Foundation Programme in Arts with an aggregate of 60% or above and gain IELTS 6.0 in English language.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Programme Support
Your first points of contact for support will normally be your module tutors. If you have any difficulties or concerns regarding your studies, please see the appropriate module leader. The staff who teach you will be happy to discuss issues arising from lectures, to give advice on seminar preparation and to discuss plans for assignments. After marked work has been returned to you, it is also a good idea to seek additional verbal feedback on your performance.

If your module tutor cannot help, or if your concerns are wider, you can see your year tutor. Year tutors at each level of the programme provide academic and personal support. They will also guide you through our arrangements for Personal Development Planning (PDP).

You can see your module tutors immediately after each class, without prior arrangement, in order to deal with brief queries. For longer tutorials, or if you wish to see your year tutor or the programme leader, it is best to make an appointment. Appointments sheets are available on the staff noticeboards adjacent to their offices. Alternatively, you can book an appointment via email. Of course, some problems may arise unexpectedly and there may not be time to make an appointment. In order to ensure that there is support for urgent matters, at least one tutor is available every day of the week.

Study Skills
To complement the study skills you will acquire through your modules, we operate a programme of study skills days. These usually run in the induction weeks of each semester.
and in the assessment periods. These sessions are compulsory for single honours students, as you are unlikely to be sitting examinations in the assessment periods. Whenever possible, we try to minimise clashes with exams run by other programmes in our School, thus giving joint honours students the option to attend. Topics covered in recent years have included writing skills, time management advice, guidance on oral presentations and advice on how to avoid plagiarism. Some of the sessions are held in the computer labs so that we can hold some practical classes to enhance your computing skills. We also use these computer sessions to highlight useful online resources and search engines.

Throughout the course of the degree, much attention is given to your research skills. During induction, in your first year, the subject librarian will operate tours of the Learning Centre. In the second year, more specialist tours are available for groups of students undertaking projects in similar areas. In the final year, you will be able to consult the librarian on an individual basis, to discuss resources for your History Independent Study (PDP).

**Health and Safety**

All staff and students are responsible for health and safety within the University.

Students are required:

- to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions.
- to co-operate with University staff in fulfilling general and specific health and safety requirements.
- not to intentionally interfere with or misuse anything that has been provided in the interests of health and safety.

**College Support**

Each College has a **Student Liaison Officer** who can also provide information about how the University works and can help you to find the most appropriate source of specialist advice.

**University Support**

The University offers a range of advisory services providing support to students. Most services are accessible on a drop-in basis and also offer appointments if you would like to discuss personal or academic related matters in more detail. Please familiarise yourself with the services and if you are experiencing any difficulties make sure that you speak to someone about it.

**Students with Additional Needs**

We work with the Student support departments to ensure that students who have additional needs have the appropriate assistance, often in the form of a ‘Student Support Plan’, in order to enable them to be successful in their studies.

**SECTION EIGHT: POST PROGRAMME OPPORTUNITIES**

Our degree programme will provide you with a valuable range of transferable skills (verbal and written communication; initiative and independent thought; team work; critical analysis and problem solving; empathy). This is the mix of skills that ensures history graduates continue to be prized in the employment market. Writing for the ‘Dr Work’ column, in *The Guardian*, 5 July 2008, Irene Krechowiecka noted that “[e]mployers generally see history graduates as good problem-solvers, able to think critically and analytically with the added bonus of excellent communication and presentation skills.” Moreover, two reports issued by
the HEA in 2005 concluded that the prospects for history students were very good, with a broad range of careers being built on the platform of a history degree. Professor David Nicholls, who wrote the reports, found that “a remarkable number [of history graduates] have gone on to become the movers and shakers of modern-day Britain”, whilst history graduates were found to be disproportionately represented on the boards of the FTSE’s top 100 companies. His report concludes by saying: “With a history degree you can aspire to be prime minister, press baron and media mogul, overlord of the BBC, ‘the most famous lawyer in the land’, archbishop of Canterbury, top spook, leading diplomat, police chief, Oxbridge chancellor and vice-chancellor, England footballer and football manager, or chairman of the richest football club in the world, famous comedian or celebrated pop musician, bestselling novelist, trade union boss, business millionaire and perhaps even one day monarch of the realm.” The great advantage of a history degree is that, in the process of gaining this range of employability skills, you are studying something you enjoy. It is not a mechanistic process of acquiring a body of transferable skills; rather the subject itself helps to make you a more rounded individual and a better-informed citizen.

In recent years, our own graduates have entered into a variety of careers, including teaching, libraries, museums and archives, accountancy, law, banking, retail and commercial management, human resources, marketing, the police and the armed services. Others have progressed to postgraduate study, including PGCE, MA and PhD.

As a student on our undergraduate programmes, you will benefit from the fact that we have combined the appeal of a traditional and highly regarded academic discipline with the need to produce graduates who are articulate, confident and adaptable, and thus able to make successful careers in an increasingly changing and competitive employment market. Your employability will be greatly enhanced by our PDP strategy and by the opportunities for applied and work-based learning.

SECTION NINE: EMPLOYER LINKS

We have developed a range of employer links, through a combination of our work-based learning programmes, our staff research activities and links with our graduates. We continue to develop these links as a way of offering you a range of employment experience during the course of your studies.

We have a growing relationship with a number of heritage, library and archival organisations in the region, many of whom are members of the Derbyshire History Forum, which is hosted by the School of Humanities at the University of Derby. The Derbyshire History Forum roles will include establishing and maintaining close relationships between individuals and organisations with a professional interest in the history and heritage of Derbyshire. It also hopes to provide members with up-to-date information regarding their respective research, educational and public audience activities. It also provides opportunities to set up collaborative research, student training projects or other events between the University and other organisations.
We have close links with the Derbyshire Records Office, the Local Studies Libraries in both Matlock and Derby, and the Derby Museum Service. These organisations offer opportunities for work-based learning. Recent projects undertaken by students include explorations of Derby’s housing stock; a project examining recreation in Derby since the eighteenth century; projects examining historic photographs and images; and studies of local institutions such as hospitals and schools, which can be used by the local community. Many of these organisations are involved with the World Heritage Site in the Derwent Valley. History programme staff continue to work with these organisations to develop new areas of research, to collaborate with on projects, and to create continued opportunities to benefit our students.
Appendix 1: Curriculum Map

The tables below set out which modules allow you the opportunity to fulfil the Programme Learning Outcomes (which are laid out in the Programme Specification document).

## Knowledge and Understanding

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
<th>Learning Outcome 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the nature of history as an academic discipline, especially its relationship with other disciplines and its public function in contemporary society.</td>
<td>Demonstrate a knowledge and understanding of a range of different methodological approaches used in the writing and interpretation of modern and contemporary history.</td>
<td>Demonstrate an understanding and knowledge of different types of history and their historiographies.</td>
<td>Demonstrate an understanding of major themes, events and historiographical debates within national and transnational histories of more than one country or region, and an awareness of the associated historiographies.</td>
<td>Demonstrate knowledge of a specific topic, which you will study in depth.</td>
<td>Understand and engage with debates on the causes and nature of social, political, cultural and economic change within regional, national and international contexts.</td>
</tr>
</tbody>
</table>

This learning outcome can be met through studying:
- Historical Methods and Sources (PDP)

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying a combination of:
- British History modules,
- European History modules, and
- International History modules

This learning outcome can be met through studying:
- Research Project
- History Independent Study (PDP)

This learning outcome can be met through studying:
- at least three different History modules at Level 5
- at least four different History modules at Level 6
| offered by the History programme | • Work-based Learning (PDP) |

Sensitivity: Internal
### Intellectual Skills

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
<th>Learning Outcome 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend and engage with competing theories, interpretive perspectives and academic debates.</td>
<td>Critically explore and analyse the range of ideas and beliefs that have shaped different societies in the past.</td>
<td>Explore and critically assess the degree of continuity and change in key periods of history.</td>
<td>Undertake critical evaluations of different approaches to the study of history and evaluate the usefulness to the historian of a range of concepts in political, social, cultural and intellectual history.</td>
<td>Demonstrate your powers of critical reasoning and develop arguments through independent thought.</td>
<td>Develop your ideas in the context of collaborative learning.</td>
</tr>
</tbody>
</table>

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying at least four modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying at least three different History modules at Level 5 and at least three different History modules at Level 6.

This learning outcome can be met through studying Research Project and History Independent Study (PDP) or Work-based Learning (PDP).

This learning outcome can be met through studying Public History: Marketing and Presenting The Past.
### Practical and Subject-Specific Skills

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
<th>Learning Outcome 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skills of historical analysis and interpretation by identifying, interpreting and utilising a wide range of different types of historical sources.</td>
<td>Present written work that adheres to academic conventions with regards to style, referencing, and the use of bibliographies.</td>
<td>Present coherent arguments based upon scholarly research utilising a range of appropriate methodological approaches.</td>
<td>Critically engage with conceptual and historiographical debates.</td>
<td>Successfully complete research based upon the investigation of a hypothesis to form a sustained piece of historical analysis.</td>
<td>Critically assess the development of your academic and transferable skills.</td>
</tr>
<tr>
<td>This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.</td>
<td>This learning outcome can be met through studying at least four modules on offer in the History programme</td>
<td>This learning outcome can be met through studying at least four modules on offer in the History programme</td>
<td>This learning outcome can be met through studying</td>
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<tr>
<td>• at least three different History modules at Level 5</td>
<td>• Research Project and History Independent Study (PDP) or Work-based Learning (PDP)</td>
<td>• at least three different History modules at Level 6</td>
<td>• Public History: Marketing and Presenting The Past</td>
<td>• Contemporary Issues in the Creative and Cultural Industries</td>
<td>•</td>
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</table>
## Transferable Skills

<table>
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<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
<th>Learning Outcome 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise your time effectively.</td>
<td>Use relevant information technology in order to undertake and present research.</td>
<td>Demonstrate a capacity for initiative and independent learning and working.</td>
<td>Manage projects by planning and implementing a programme of independent research.</td>
<td>Demonstrate effective oral and written communication skills</td>
<td>Work effectively with others.</td>
</tr>
</tbody>
</table>

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying at least three modules on offer in the History programme, including at least one module at Level 6.

This learning outcome can be met through studying any of the following:
- Britain in the Age of Innovation, 1790-1914
- Romanticism and Revolution: Europe, 1789-1914
- Behind Closed Doors: Gender and Sex, 1685-1870
- Close Encounters: European Imperialism and Decolonization, 1757-1960
- Making of Modern Medicines
- Public History: Marketing and Presenting The Past
- Contemporary Issues in the Creative and Cultural Industries

This learning outcome can be met through studying
- Public History: Marketing and Presenting The Past
- Contemporary Issues in the Creative and Cultural Industries
<table>
<thead>
<tr>
<th></th>
<th>Society, Culture and Politics in the First World War</th>
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<tbody>
<tr>
<td></td>
<td>Triumph of the Dark: Europe Between the Wars, 1918-1939</td>
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<tr>
<td></td>
<td>Beyond Opium and Takeaways: China and the World Since 1839</td>
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<td></td>
<td>Continuity and Change in Contemporary Britain</td>
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<td></td>
<td>Keeping the Peace?: Conflict, Power and Diplomacy Since 1945</td>
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<tr>
<td></td>
<td>The People’s War, The People’s Peace: Britain, 1939-1951</td>
</tr>
</tbody>
</table>
Foundation Year Overview

This foundation year provides an alternative route into higher education for those students who need additional study skills and knowledge to enable them to successfully complete an honours degree. Alternatively, you may have specialised within a certain subject area and are now looking to change the direction of your studies.

The Foundation Year is the first year of a four year programme, and requires you to complete 120 credits of study, this may be by a mixture of Level 2 and Level 3 modules or by Level 3 only modules depending on the qualifications that you already have. If you do not have GCSE English and/or GCSE Mathematics will have to take the English and Mathematics modules at Level 2. All students will be required to take a study skills module and the remainder of your 120 credits will be made up of subjects that have been carefully chosen to ensure that you possess the right skills and knowledge to progress onto the next level. You must pass all modules to be able to proceed to the next level, as failure to do so will mean that you will have to leave the programme.

Aims of the Foundation Year

The Foundation Year aims to:-

1. Provide an access route into higher education for students who do not currently have sufficient academic underpinning or appropriate subject knowledge to successfully complete a programme of undergraduate study
2. Develop skills to enable successful progression to HE and lifelong learning
3. Develop relevant subject specific knowledge to enable progression within a chosen programme of study
4. Provide a positive and nurturing learning environment
5. Enhance confidence, independence and the ability to function co-operatively with others and develop personal and professional skills

Foundation Year Learning Outcomes

You will be expected to achieve the following learning outcomes during your Foundation Year, in subsequent years you will also have to achieve those Learning Outcomes as presented in the main Programme Specification.

Upon successful completion of the Foundation you will be able to:-

Knowledge and understanding

1. Demonstrate competency in the use of English grammar, spelling and punctuation to a minimum of Level 2 standard
2. Have acquired subject specific terminology and expertise in your chosen subject area(s) and be able to demonstrate competence in the application of subject relevant theories
3. Possess the numerical skills and methods needed for progression on to your chosen degree programme
4. Have acquired and demonstrated Study Skills which enable you to operate as independent learners and to reflect and evaluate outcomes
Intellectual skills

5. Demonstrate skills of academic discussion in both written and oral formats
6. Be able to develop and express ideas appropriate to your chosen undergraduate programme
7. Analyse information and make reasoned judgements
8. Apply skills and knowledge to a range of tasks and contexts
9. Demonstrate the cognitive ability and skills needed for the next level of study of your chosen undergraduate programme

Subject specific skills

10. Have demonstrated understanding and knowledge of specific subjects appropriate for successful progression on to your chosen undergraduate programme
11. Have relevant mathematical and/or practical skills for further study

Transferable skills

12. Understand the nature of independent learning and take responsibility for the quality and quantity of own work
13. Demonstrate the ability to access and utilise a variety of information sources for research purposes
14. Reflect on and evaluate your own progress and develop effective strategies to enhance achievement

Structure and Curriculum

You are required to study and pass 120 credits worth of modules in the Foundation Year. Each single module is worth 20 credits and equates to roughly 200 hours of study. The Foundation Year aligns with Level 3, of the Regulated Qualifications Framework in that it is sub-degree level, but successful completion of the Foundation Year will prepare you for undergraduate degree level study.

If you do not have English Language and/or Mathematics at Level 2 (e.g. GCSE level) you will have to take Level 2 modules, as appropriate. All students will study core skills and the remainder of your 120 credits will be made up of subject specific modules relevant to the programme that you have enrolled on.

You will study one of the following three routes depending on your English Language and Mathematics qualifications.

Route 1 is for students who have neither English Language nor Mathematics at Level 2.
Route 2 is for students who have either English Language or Mathematics at Level 2.
Route 3 is for students who have both English Language and Mathematics at Level 2.

Foundation Year Structure Diagram

[Diagram showing Route 1, Route 2, Route 3]
The Foundation Year is the first stage of a four or five year (with placement) programme. If you wish to transfer to another programme of study this may be possible, but you would need to discuss this with the programme leader for the programme that you wish to move onto to ensure that the modules you are studying are suitable for the new programme of study. The earlier you raise the desire to change programmes with your Programme Leader or Personal Tutor, the more likely it is that we will be able to accommodate it but this cannot be guaranteed.

**Assessment**
The assessment on the Foundation Year will be course work based with no end of year examinations. Assessment methods are varied and include essays, portfolios, presentations, research activities, short answer questions and posters. Some take place in the classroom under timed constrained conditions.

The majority of written assignments are submitted on-line. This is in line with standard undergraduate assessment procedure.

All subject tutors produce module handbooks which contain the course outline and assignment dates as well as additional subject information.

Throughout the programme emphasis is placed on assignments being submitted on time so time management is very important. It is also absolutely essential that the work you submit is your own.

Work is normally returned to you within three weeks of submission with written feedback focussing on how to improve together with a final grade. Grading is on a percentage scale as used for undergraduate marking. Each module has a final grade made up of the grades achieved on the assignments for that module. The Foundation Year, as a whole, is only graded as pass/fail and you must achieve a pass in all modules that make up the 120 credits to progress to the next level of study. If you do not pass all of the modules that make up your 120 credits you will have to leave the programme.
# Mapping of Foundation Year Outcomes to Modules studied

<table>
<thead>
<tr>
<th>Module</th>
<th>Knowledge and Understanding</th>
<th>Intellectual Skills</th>
<th>Subject Specific Skills</th>
<th>Transferable skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (L2) 2MO001</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Maths (L2) 2MO003</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>American Studies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>History</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Law</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Literature (LHSS)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Philosophy (LHSS)</td>
<td>X</td>
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<tr>
<td>Political Studies</td>
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<td>X</td>
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<td>X</td>
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<td>Sociology (LHSS)</td>
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<td>X</td>
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<tr>
<td>Study Skills (LHSS)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>