



Course Handbook
BA (Hons) History and Politics
2020-21
Dr Stephen Meredith
School of Humanities and Social Science



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

Welcome to the course in History and Politics at the University of Central Lancashire (UCLan). Study for a degree in History and Politics will introduce students to two distinctive and yet related and mutually supportive academic subjects. History remains a subject of enduring fascination and fundamental importance to our understanding of the world in which we live, and of our own place within it. History modules cover a wide-ranging time-span from the early modern to the contemporary and geographical range from North America, across Britain and Europe to South Asia and the Far East, and incorporate perspectives from political to social, economic and cultural history. The academic study of Politics similarly provides essential explanations and understanding of the world in which we live. Politics is everywhere and informs everything we do. An understanding of politics in its local, regional, international and global forms helps you understand the context and settings in which you study, live and work, and the Politics course offers both historical and contemporary perspectives of political ideas, institutions and processes, national and international developments that shape our daily lives and interactions.

Your learning experience starts with this Handbook, so please make sure that you keep it and use it. You are setting out to some extent into unknown territory and the Handbook provides a map that will guide your progress. Thorough reading and regular referral to the Handbook as you journey through your studies will ensure that you have a clear picture of where you are going and where you should be at any particular time. Although guidance and help is available through a number of channels, the Handbook will help you traverse the various twists and turns of your academic journey and any (un)expected complications that arise along the way. As the course progresses, there will be opportunities for you to pursue options and other avenues that enable you to direct your own learning and progress, and we hope you will take full advantage of these to enhance and extend your learning experience, skills and opportunities for the future.

1.1 Rationale, aims and learning outcomes of the course



The course in History and Politics provides an ideal and comparable academic grounding in the key strands, themes, issues, debates and perspectives of the study and analysis of two related and cohesive academic disciplines, and also provides opportunities for international exchange and work placements and experience in appropriate voluntary, community and heritage settings in preparation for employment and careers in local and national government, charities and non-governmental organisations (NGOs), research and policy

development, the arts, heritage and museum sectors, the civil service, teaching and education.

The course requires the completion of 18 modules over three years and you will study 6 modules in each of the three years (usually 3 modules in each of the subjects). You will be expected to meet the assessment requirements and pass all your modules before progressing to the next year of the course.

The aims of the programme are:

- To engage students in varied geographical, temporal and historiographical and analytical modes of historical study and investigation and in the main sub-disciplines of the academic study of politics – political theory and ideas, government and institutions, international relations and global politics
- To develop understanding and critical appreciation of historical developments and perspectives, political ideas, institutions, processes and political culture in national, international and comparative context

- To encourage awareness and reflection on the contingent historical factors, forces and developments that shape contemporary political ideas, trends, debates and perspectives
- To develop understanding of relevant interdisciplinary and methodological issues and traditions that link the academic study of History and Politics, and to develop appreciation of and expertise in the use of primary and secondary source material in historical and political enquiry
- To encourage awareness of the 'public' face, use and value of the academic study of History and Politics
- To provide an intellectually rigorous and challenging academic curriculum that is informed by the research and scholarly activity of members of the History and Politics teaching team

Learning outcomes

Specific module aims and learning outcomes are provided in the Module Handbooks that accompany individual modules, and which feed into the fulfilment of overall course aims and objectives.

These will include the ability to:

- Demonstrate knowledge and understanding of key themes and developments of the main sub-disciplines of Politics – political theory and ideas, government and institutions and international relations and global politics – and/or the related geographical, temporal and analytical and historiographical modes of historical investigation
- Display critical evaluation of the role political ideas, structures, institutions and processes and awareness and understanding of how a range of contextual factors (historical, economic, social) shape contemporary political trends, debates and perspectives
- Demonstrate critical awareness and appreciation of the respective (similar and distinctive) conceptual, theoretical and methodological traditions and practices of the disciplines
- Demonstrate critical appreciation of a range of primary and secondary sources relating to historical and political enquiry and analysis

Subject-specific skills will include the ability to:

- Demonstrate capacity to analyse, assess and critically evaluate historiographical debate and/or concepts, theories and perspectives of political analysis
- Critically apply appropriate historical evidence and arguments and concepts, theoretical and perspectives of political analysis to issues, questions and problems of historical and political enquiry
- Devise a research question and project involving independent study, the location of appropriate primary and secondary sources and the analysis of relevant material relating to the academic study of politics and society
- Demonstrate ability to communicate effectively both orally and in writing, locate, manage and use appropriate documentary, print and electronic sources related to the academic study of History and Politics

Wider generic skills related to employability and personal development will include the ability to:

- Demonstrate ability to identify, collect, manage and synthesise and evaluate information and evidence from a variety of sources
- Demonstrate skills of analytical and critical thinking and its appropriate application

- Demonstrate ability to effectively present and communicate ideas and arguments to others in oral and written form, utilising appropriate presentation techniques
- Demonstrate ability to work both independently and as part of a team, displaying skills such as self, time and project management, effective communication, negotiation and problem-solving

1.2 Course Team

Please see staff details and expertise below

1.3 Expertise of staff

Dr Stephen Meredith (Course Leader)

Office: LH307; Direct line: 01772 892864; e-mail: scmeredith@uclan.ac.uk

Stephen's teaching and research interests traverse (and integrate) the broad fields of political history, political theory and political analysis, and he has published widely in the areas of Labour Party history, social democratic politics and conceptual histories of social justice. He teaches modules in political ideas and analysis, British politics and the history and politics of the Labour Party and British social democracy. He is the author, among other works, of *Labours Old and New* (Manchester University Press).

Dr Evan Lawrence

Office: LH308; e-mail: ejlawrence@uclan.ac.uk

Evan's teaching expertise falls within the area of international politics and relations and terrorism and security. She is also responsible for teaching research methods in politics and international relations as preparation for the third year research dissertation.

Dr Brian Rosebury

Office: LH315; Direct line: 01772 893037; e-mail: bjrosebury@uclan.ac.uk

Brian teaches and researches moral, political and legal philosophy, and the history of political ideas. He is the author of recent articles on justice and punishment and on the idea of irreducibly social goods.

Dr Jonathan Colman

Office: LH308; Direct line: 01772 893114; e-mail: jcolman@uclan.ac.uk

Jonathan's research and teaching interests include the history of American foreign policy and Anglo-American relations, particularly in the context of India-Pakistan conflict. Among other History modules, he teaches courses on US foreign policy and his specialist interest in the foreign policies of the Kennedy and Johnson administrations. He is the author of *A 'Special Relationship'? Harold Wilson, Lyndon B. Johnson and Anglo-American Relations 'at the Summit', 1964-68* (Manchester University Press, 2004) and *The Foreign Policy of Lyndon B. Johnson: The United States and the World, 1963-69* (Edinburgh University Press, 2010).

Dr Philip Constable, BA, MA (Cambridge), MA (Michigan), PhD (London SOAS), Sen. Lect. (S. and S.E. Asian Hist.), pconstable@uclan.ac.uk

Dr Billy Frank BA (Edge Hill), MA (York), PhD (Edge Hill) teaches modules related to African history and international relations as well as coordinating UCLan's Community History Programme, bfrank@uclan.ac.uk

Dr Mairtin O'Cathain BA, PhD (Ulster), Lect. (Irish Hist.) (Fenianism; Irish in Scotland), mso-cathain@uclan.ac.uk

Dr David Stewart M.A. (Glasgow), Ph.D. (Strathclyde), Lect. (Brit. Hist.) [Post-war Labour party], dstewart@uclan.ac.uk

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Your Hub, known as the Foster Hub, is located in the Foster Building as follows:

Foster Building (Room FB058)

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

Forensic and Applied Sciences

Pharmacy and Biomedical

Sciences Psychology

Physical Sciences

telephone: 01772 891990/891991

email:

FosterHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

It is important for us all to keep in touch. Beyond lectures and seminars, your tutors will contact you via e-mail, eLearn/Blackboard, eLearn (also known as Blackboard) and relevant notice boards in Livesey House. E-mail is the favoured conduit, and is used for general course messages and announcements. We will normally try to respond to email messages with 48 hours. Equally, it is important for you to keep in touch, communicate and respond to emails as appropriate. As noted above, you should acquire the habit of using (and checking) your UCLan email regularly.

1.7 External Examiner

Dr Rob Busby, Liverpool Hope University

You can access External Examiner reports electronically through the following School link:

<S:\EDSTUDS\External Examiners Annual Reports>



2. Structure of the course

2.1 Overall structure

Students are required to take all core modules in each year and optional modules to a total of 120 credits (normally six modules) in each year. The table below outlines the structure, availability and progression of modules for each year of the course. Students take all core modules indicated in each year. These are then supported by a choice of optional modules up to a total of six modules in each year of the course. A Free Choice Elective module can be selected in place of an optional module in each of the first two years of the course – these can be selected via the Free Choice [Electives Catalogue](#)

Please note that the availability of optional modules may vary from year to year:

Year One	Year Two	Year Three
HY1101 Understanding History (Comp)	HY2001 Sources and Methods in History (Comp)	HY3991 History Double Dissertation <u>OR</u>
PO1101 Power, Politics and the State (Comp)	IR2101 Globalisation: History, Theory and Approaches (Comp)	PO3992 Politics Double Dissertation (Core)
PO1112 British Politics (Comp)	IR2102 Research Methods in International Relations and Politics (Comp)	
HY1108 Nations and Empires in Asia: China, India, Japan and Siam/Thailand, 1850-1949 (Option)	HY2006 Europe in the Age of Atrocity, 1914-2000 (Option)	HY3022 Public Space in the English City: A Social and Cultural History c.1850-1910 (Option)
HY1110 The Making of Britain, 1688-1921	HY2007 Twentieth Century Britain (Option)	HY3029 Education, Society and Culture in England, 1790-1914 (Option)
HY1111 Colonies to Nation: North America, c. 1700-1970 (Option)	HY2028 Community History Project (Option)	HY3059 African Nationalism and Independence, 1921-1982 (Option)
HY1117 State and Society: Europe, c. 1815-1914 (Option)	HY2062 Rebellion to Partition: Ireland 1798-1921 (Option)	HY3061 Riots and Revolution: Popular Politics and the English Working Class, 1770-1848 (Option)
HY1123 Public History, Heritage and Society (Option)	HY2095 Cold War in Asia, 1945-89: History, Society and Conflict (Option)	HY3062 A Place Apart? The Northern Ireland Troubles (Option)
PO1109 Global Politics (Option)	HY2096 Colonial Impacts: Africa 1652-1910 (Option)	HY3063 Kennedy, Johnson and the World: US Foreign Policy, 1961-69 (Option)

	HY2103 The 'Special Relationship': Britain and the United States in the Twentieth Century (Option)	HY3065 From Cold War to New Asia-Pacific Order (Option)
	HY2101 State and Society in Britain, 1700-1918 (Option)	HY3064 Thatcher's Britain 1979-1990 (Option)
	HY2102 Public History in Practice (Option)	HY3972 Work Placement in History (Option)
	PO2110 History of Political Ideas (Option)	PO3112 Contemporary Anglo-American Political Philosophy (Option)
	PO2400 Radical Politics and Political Ideas in Modern Britain: From Lloyd George to Tony Blair (Option)	PO3134 Continuity and Change in British Politics (Option)
		PO3004 Terrorism and Security (Option)
		IS3004 Political Islam (Option)

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

For details of available modules in each year, please see the table of core and optional modules above.



2.3 Course requirements

To complete the course and achieve the final award of BA (Hons) History and Politics, a total of 18 modules (360) credits need to be gained in the three years of the course. Six modules (120) credits need to be passed in each of the three years. All core modules need to be taken and passed in each of the three years, together with the relevant number of optional modules. To achieve an honours award, all students need to undertake

and pass a Dissertation in one of the two subject areas in their final year.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February/March each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

Link to the weekly timetable: <https://apps13.uclan.ac.uk/weeklyTimetable>

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

Class hours and contact time differ from year to year and according to subjects/modules studied, but students are expected to attend all their scheduled classes and to undertake an appropriate amount of independent study and preparation in support of lectures, seminars, workshops, tutorials etc.

For each module, you should spend, on average, 8-10 hours a week in independent study. Added to the 3-4 hours per module you spend in class, this will give you a normal working week of around 40-42 hours.

For History and Politics and related subjects, you will be expected to read widely and actively from recommended reading lists and your own research. This involves study both inside and outside the classroom. Each individual Module Handbook will give you an indication of the amount of independent study you are expected to undertake to supplement time spent in class, which on average should be 3-4 per week for each of the modules.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Appropriate Module Tutor(s) and the Foster Hub

fosterhub@uclan.ac.uk

Attendance is recorded for each class and frequent non-attendance is noted and may result in withdrawal of a student.

In the case of International students, there are additional responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Students can check their personal attendance record through my UCLan.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Depending on the module, there will be a series of weekly lectures, seminars, workshops and tutorials. Lectures are designed to impart crucial structural information for a topic. Seminars support lectures and are designed to provide students with the opportunity to explore in depth particular issues and to engage in discussion in a small group context. Students will be expected to contribute to such discussions with preparation and reflection on key issues, questions and debates. Most importantly, students will also be expected to engage in continuous independent study, employing the provided reading and other source material to deepen their knowledge and understanding of the subject, key topics and questions and to apply to an appropriate variety of coursework assessment. Students are also supported on a

one-to-one supervisory basis for extended dissertation work and work placements and projects.

3.2 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

Study and specific subject skills are introduced and addressed in the 1st year core modules, HY1101 and PO1101, and encouraged and developed as you progress through your course. You will be expected to develop and be able to apply the necessary academic conventions and standards appropriate to degree-level study in History and Politics.

Additionally, there are variety of services in the University to support students with study and writing skills. These include WISER: <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.4 Learning resources

3.4.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study, , including Reading Lists Online at: <http://readinglists.central-lancashire.ac.uk/index.html>

Your IT and Library resources are vital. It is impossible to complete your course without using a PC or Mac, reading books, accessing electronic journal articles or printing out work. Learning & Information Services (LIS) make all of these possible, and more.

The library building provides access to thousands of books 24/7, offering extensive reading for all subjects and these are complemented by still more texts/multi-media available online as e-resources. Password technology enables you to use these on the University campus, at home or from any internet enabled PC in the world. The Resources for your Subject guides should help you get started.

The library also has a wide range of study areas to meet different study needs and styles. These include:

- Group study zone
- Silent study areas
- Quiet study areas

- Bookable study rooms and pods
- A design suite

You'll also find hundreds of computers, laptops and MacBooks available to borrow within the building, and a café. Help is available from our Customer Support team via the telephone (01772 895355), email LISCustomerSupport@uclan.ac.uk or in person at the One Stop service point on the ground floor.

The LIS training team offers a range of free courses and seminars to help you use our IT and Information sources. These include tours of the Library, guides to using the catalogue, and help with doing an in-depth search of a subject database. They will even show you how to put all this new-found information into a word document. The training team web pages www.uclan.ac.uk/listraining detail the iSkills program.

Using the library is an essential part of your studies and we hope you can become a confident and independent user of all the services and facilities it has to offer.

More information about the services LIS offers is available from www.uclan.ac.uk/LIS

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts:

For more information visit:

http://www.uclan.ac.uk/students/library/online_resources.php.

Digital and electronic material for individual modules will also be available through eLearn/Blackboard, but you will be expected to make full use of the Library's electronic resources as part of the study and assessment for your modules. You should familiarise yourselves with these resources as soon as possible and continue to use them effectively throughout your degree programme.

3.5 Personal development planning

To help with your learning, you will carry out a process of Personal Development Planning (PDP). Personal Development Planning is a supported and structured process to help you understand more about how you learn and what you learn. It encourages you to review, plan and take responsibility for your own learning to improve your personal, educational and career development.

Personal Development Planning provides you with opportunities to reflect on what you are learning on the course and during your time at university, identify your strengths and weaknesses and to develop your own strategies to further improve your performance. It gives you a framework to record your activities and actions and forms the basis for your career development by providing evidence of the development of a wide range of skills and experiences that are sought by employers and which will aid your advancement in the workplace.

Personal Development Planning is a process that only you can fully undertake as it calls upon you to constantly reflect on what you do and how you do it. It is a process that is similar to, and often linked with, your subject specific learning. On this course you are required to develop academic skills of research, analysis and oral and written presentation, marshalling large amounts of information along the way in an evaluative and critical manner, but you are also expected to reflect on how and why these are done, what the consequences are, ways they could be better done and how they could be applied more widely. Personal Development Planning is the same process, but in relation to yourself – you are required to carry out learning

tasks and to reflect on what you learned and how, what the consequences are and ways they could be better done.

At the start of the course there will be an explanation of Personal Development Planning. You will be expected to start and maintain your progress file which will contain transcripts, assignments, feedback and reflection. It is important that you should record your activities as a learner and make notes that reflect on your experiences and the actions you took to resolve problems and achieve success. You should bring this file to meetings with your Personal Tutor, who will ask you to talk about your learning and how you are developing plans to improve it. More information on PDP is available from the Learning Development Unit (LDU): <http://www.uclan.ac.uk/information/services/ldu/pdp/index.php>



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Both academic and employability-related skills are embedded across the degree programme. These are defined and developed in individual Module Descriptors. You should discuss appropriate selections of modules that might be advantageous for specific careers with your personal Academic Advisor. From the first semester of your course, we liaise with Careers to provide regular sessions on employability awareness, advice and guidance.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Your personal Academic Advisor is the first port of call to help with general advice and guidance and to connect you with appropriate support in the University’s central

services. It is important therefore that you identify and maintain communication with your Personal Tutor from the outset. Your Course and Module Leaders can also offer support and guidance during scheduled office hours and by appointment.



4.1 Academic Advisors

The role of the Academic Advisor is explained in paragraph 1.4 of this handbook. You will be asked to attend scheduled tutorials in your first year. You will usually gain more from these sessions if you take some time to prepare in advance, thinking about any issues which you may want to raise. You can request a meeting with your personal tutor at any time – you do not have to wait for an invitation.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. Where possible, the University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

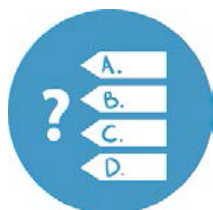
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.



5.1 Assessment Strategy

The pass mark for a module is 40%, which indicates that you have reached the minimum level of performance described in the module learning outcomes and marking criteria outlined below and that there are weaknesses you will need to address. The steps from 40% to 70% and above are further outlined in the marking criteria below.

If you fail to achieve 40% you will normally be 'referred'. This means you will be offered a further chance to undertake the assignments for a maximum mark of 40%.

You must *attempt* all assignments for each of your modules and, in some modules, must pass each assignment to pass the module.

A guide to marking criteria is provided below:

Guidance on marking criteria in the School of Humanities and Social Science

Classification	Grade	Relevance	Knowledge	Analysis	Argument and Structure	Originality	Presentation
Class 1 (Outstanding)	70-100%	Directly relevant to the title; able to address also the implications, assumptions, and nuances of the title	Makes effective use of an excellent knowledge and thorough understanding of relevant material	A very good analysis of the evidence, arguments or other material under consideration, resulting in clear and illuminating conclusions	Coherent and logically structured, making creative use of an appropriate mode of argument and/or theoretical model(s)	Distinctive work showing independent thought and critical engagement with alternative views	A very well-written answer with standard spelling and syntax, in a lucid and resourceful style, and with appropriate format and bibliographical apparatus
Class 2/i (Above average)	60-69.99%	Directly relevant to the title	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, clear and orderly	Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical model(s)	May contain some distinctive or independent thinking; may begin to formulate an independent position	Well written, with standard spelling and syntax, in a readable style with acceptable format and bibliographical apparatus
Class 2/ii (Average)	50-50.99%	Some attempt to address the title: may drift away from the question or theme of the title in less focused passages	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Some attempt to construct a coherent argument, but may suffer loss of focus and consistency, with issues at stake stated only vaguely, or theoretical model(s) couched in simplistic terms	Sound work which expresses a personal position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently written, with only minor lapses from standard syntax and spelling, with acceptable format and bibliographical apparatus
Class 3 (Below Average)	41-49.99%	Some significant degree of irrelevance to the title is common	Basic understanding of a limited range of material	Largely descriptive or narrative, with little evidence of analytical skill	A basic argument may be evident, but tends to be supported by assertion only and to lack clarity and coherence	Largely derivative; no personal view is adequately formulated	Rather poorly written, with significant deficiencies in expression, format or bibliographical apparatus that may pose obstacles for the reader
Unclassified (Degree worthy but not honours worthy)	40%	Relevance to the title may be very intermittent; the topic may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, and/or on paraphrase, is common	Little evidence of coherent argument: lacks development and may be repetitive or thin	Almost wholly derivative: the writer's contribution rarely goes beyond simplifying paraphrase	Numerous deficiencies in expression and presentation; the writer may achieve clarity (if at all) only by using a simplistic or repetitious style
Fail	<40%	Outright irrelevance to the title	Lack of the basic knowledge necessary for an understanding of the topic	Inadequate and often inaccurate description and paraphrase	No evidence of coherent argument or structure	No evidence of personal thought: cursory paraphrase or quotation of others	Substantially garbled and negligently presented

5.2 Notification of assignments and examination arrangements

Requirements for individual assessments and their respective deadlines for submission are outlined in the individual Module Handbook or contained in assessment briefings distributed by the respective Module Tutor.

5.3 Referencing

All academic subjects have core academic standards and conventions. The academic subjects of History and Politics traditionally use two different academic referencing styles. Politics utilises the Harvard system of referencing, and History uses the Footnoting system. Whichever referencing style you use, make sure you use it appropriately and consistently with full and accurate bibliographical references. Full guidance on using the respective academic referencing systems will be provided in both first semester core modules in History (HY1101) and Politics (PO1101).

5.4 Confidential material

As you progress through your studies and in the 3rd Year Dissertation Module, you may encounter confidential information which might inform assignments. There are ethical and legal issues and responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations connected to this information. The School has an established ethics procedure and guidelines and you should check with your Module Leader or Dissertation Supervisor about this if you expect to access such material in the course of your work.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

The meaning of plagiarism and how to avoid it, e.g. by cross referencing to guidelines on referencing assignments effectively, will be explained in introductory module lectures and information is also provided in all Module Handbooks. We also use an electronic assignment submission system for all assignments called Turnitin, which is used to detect plagiarism. Advice and guides on how to use this system will be provided by tutors within all modules.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure

that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.
Or
2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band **and**
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year (e.g. through SSLCs see 7.1 below), there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

The elected School President and the School academic lead for student experience will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification: BA (Hons) History and Politics

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	UCLan, Preston Campus
3. University Department/Centre	School of Humanities and Social Sciences
4. External Accreditation	No
5. Title of Final Award	BA (Hons) in History and Politics
6. Modes of Attendance offered	Full time and/or part time
7. UCAS Code	LVF1
7.(b) JACS and HECOS Code	V200/100491
8. Relevant Subject Benchmarking Group(s)	History Politics and International Relations
9. Other external influences	N/A
10. Date of production/revision of this form	January 2019
11. Aims of the Programme	
	<ul style="list-style-type: none">To engage students in geographical, temporal and historiographical and analytical modes of historical study and investigation and in the main sub-disciplines of the academic study of

politics – political theory and ideas, government and institutions, international relations and global politics
<ul style="list-style-type: none"> • To develop understanding and critical appreciation of historical developments and perspectives, political ideas, institutions, processes and political culture in national, international and comparative context
<ul style="list-style-type: none"> • To encourage awareness and reflection on the contingent historical factors, forces and developments that shape contemporary political ideas, trends, debates and perspectives
<ul style="list-style-type: none"> • To develop understanding of relevant interdisciplinary and methodological issues and traditions that link the academic study of History and Politics, and to develop appreciation of and expertise in the use of primary and secondary source material in historical and political enquiry
<ul style="list-style-type: none"> • To encourage awareness of the 'public' face, use and value of the academic study of History and Politics
<ul style="list-style-type: none"> • To promote awareness of and encourage reflection on the parallel and integrated development of wider generic transferable skills and experience related to employability
<ul style="list-style-type: none"> • To provide an intellectually rigorous and challenging academic curriculum that is informed by the research and scholarly activity of members of the History and Politics teaching team

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
Students will be able to
A1 Identify selected temporal, geographical, historiographical and analytical modes of historical investigation and key themes and developments of the main sub-disciplines of political study
A2 Analyse how a range of contextual factors (historical, economic, social) shape contemporary political trends, debates and perspectives
A3 Evaluate the respective (similar and distinctive) conceptual, theoretical and methodological traditions and practices of the disciplines
A4 Evaluate a range of primary and secondary sources relating to historical and political enquiry and analysis
Teaching and Learning Methods
Lectures, interactive seminars, workshops and group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, dissertation training and supervision, IT and e-Learn support and interaction, study skills and Personal and Development Planning (PDP) support for reflection on the development of appropriate academic and transferable and employability skills and experience
Assessment methods
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen) and research dissertation in one of the subjects
B. Subject-specific skills
Students will be able to:
B1 Analyse, assess and critically evaluate historiographical debate and/or concepts, theories and perspectives of political analysis
B2 Critically apply appropriate historical evidence and arguments and concepts, theoretical and perspectives of political analysis to issues, questions and problems of historical and political enquiry
B3 Devise a research question and project involving independent study, the location of appropriate primary and secondary sources and the analysis of relevant material relating to the academic study of politics and society
B4 Communicate effectively both orally and in writing, locate, manage and use appropriate documentary, print and electronic sources related to the academic study of History and Politics
Teaching and Learning Methods
Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, dissertation training and supervision, IT and e-Learn support and interaction, study skills and Personal and Development Planning (PDP) support for the development of appropriate academic and transferable and employability skills
Assessment methods
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), group project work, (extended) research dissertation
C. Thinking Skills
Students will be able to articulate:
C1 analytical and critical thinking in relation to key themes, questions, debates and perspectives of historical and political analysis
C2 critical engagement with relevant wider academic literature and apply information and evidence in an analytical, focused and structured manner
C3 independent learning and research skills and the ability to identify, organise and evaluate relevant primary and secondary source materials
C4 capacity to devise a focused research question and coherent research project involving independent research and based on critical engagement with a diverse range of appropriate sources and evidence
Teaching and Learning Methods
Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, IT and e-Learn support and interaction, study skills and dissertation training and supervision
Assessment methods
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), extended research dissertation.

D. Other skills relevant to employability and personal development				
Students will be able to employ:				
D1 skills that identify, collect, synthesise and evaluate information and evidence from a variety of sources				
D2 skills of analytical and critical thinking and its appropriate application				
D3 skills that effectively present and communicate ideas and arguments to others in oral and written form, utilising appropriate presentation techniques				
D4 skills to work both independently and as part of a team, including self, time and project management, effective communication, negotiation and problem-solving				
Teaching and Learning Methods				
Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, dissertation training and supervision, IT and e-Learn support and interaction, study skills and self-reflection on academic and skills progress and development through Personal and Development Planning (PDP).				
Assessment methods				
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), extended research dissertation, formative assessment of the learning process and development through discussion and debate, group and other peer interactive work, individual and group tutorials, self reflection and PDP and feedback through tutor, peers and learners.				
13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	HY3991	History Dissertation (Comp)	40	BA Honours Degree in History and Politics Requires 360 credits, including a minimum of 220 at Level 5 or above, and including 100 at Level 6
	PO3992	OR Politics Dissertation (Comp)	40	
	HY3061	Optional Modules	20	BA Degree in History and Politics Requires 320 credits, including a minimum of 180 at Level 5 or above, and including 60 at Level 6
	HY3029	Riots and Revolution: Popular Politics and the English Working Class, c1770-1848	20	
	HY3022	Education, Society and Culture in England, 1830-1944	20	
	HY3054	Public Space in the English City: A Social and Cultural History c.1850-1910	20	
	HY3059	India, Pakistan and Afghanistan (during the Cold War)	20	
	HY3062	African Nationalism and Independence, 1921-1982	20	
	HY3063	A Place Apart? The Northern Ireland Troubles	20	
	HY3064	The Presidency of John F. Kennedy, 1961-63	20	
	HY3065	Thatcher's Britain 1979-1990	20	
	HY3972	From Cold War to New Asia-Pacific World Order, 1969-92	20	
	PO3112	Work Placement in History	20	
	PO3134	Contemporary Anglo-American Political Philosophy	20	

	PO3004 RB3005	Continuity and Change in British Politics Terrorism and Security Political Islam and Islamic Movements	20 20	
Level 5	HY2001 IR2101 IR2102 HY2006 HY2007 HY2103 HY2095 HY2028 HY2062 HY2096 HY2102 PO2110 PO2400	Sources and Methods in History (Comp) Globalisation: History, Theories and Approaches (Comp) Research Methods in Politics and International Relations (Comp) Optional Modules Europe in an Age of Atrocity, 1914-2000 Twentieth Century Britain 'The 'Special Relationship': Britain and the United States in the Twentieth Century Cold War in Asia, 1945-89: Community History Project Rebellion to Neutrality: Ireland, 1795-1945 Colonial Impacts: Africa 1652-1910 Public History in Practice History of Political Ideas Radical Politics and Political Ideas in Modern Britain	20 20 20 20 20 20 20 20 20 20 20 20 20 20 20 20 20	Exit Award: Diploma of Higher Education in History and Politics Requires 240 credits including a minimum of 100 at Level 5
Level 4	HY1101 PO1101 PO1112 HY1108 HY1110 HY1111 HY1117 HY1123 PO1109	Understanding History (Comp) Power, Politics and the State (Comp) British Politics (Comp) Optional Modules Nations and Empires in Asia: China, India, Japan and Thailand, 1857-1949 The Making of Britain, c 1688-1921 Colony to Nation: America, c. 1700-1945 State and Society: Europe, c. 1815-1914 Public History, Heritage and Society Global Politics: An Introduction to International Relations + Elective Option	20 20 20 20 20 20 20 20 20 20 20	Exit Award: Certificate of Higher Education awarded upon completion of a minimum of 120 credits of which a minimum must be at level 4.
Level 3 Comp	HUC110 HUC111	Essential Study Skills for Higher Education	20 20	Foundation Year requires completion of 120 credits at Level 3.

Options	HUC114	Developing Academic Knowledge	20	Successful completion of the year permits progression on to Year 1. Students who exit after the Foundation year will receive a transcript of their modules and grades.
	HUC115	Target Award Extended Study	20	
	HYC102	Learning by experience	10	
	POC101	Introduction to History Introduction to Politics	10	
	DFC009			
	ENC014	Introduction to British Sign Language and Deaf	10	
	ENC015	Studies	10	
	FIC003	Introduction to Literature Introduction to Creative Writing	10 10	
	PIC003	Film, Media and Popular Culture	10	
	RBC601			
	SOC002	Introduction to Philosophy	10	
	LGC002	Introduction to Religion, Culture and Society Introduction to Sociology Introduction to English Language and Linguistics	10	

15. Personal Development Planning

PDP is embedded in the programme through a variety of reflective activities, including oral and written assignments and interactive feedback, interactive peer sessions, student-centred and student-led workshops, discussions and debates, group work and presentations, extensive e-Learn/Blackboard support for PDP, individual and group tutorials and other formative assessment outlined above. PDP is also delivered separately to the programme through extensive School of Humanities & Social Science PDP activities (e-Learn/Blackboard). Personal tutorials for students are also scheduled throughout programme. Please refer to additional PDP documentation for further information.

16. Admissions criteria*

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

The University's minimum standard entry requirement for degree-level study is a 12-unit profile the equivalent of two subjects at Advanced Level, plus 5 GCSEs at Grade C/4 above.

104 UCAS points at A2

or

BTEC minimum Distinction, Merit, Merit

International Students (English Language Requirements): IELTS 6.0 with no subscore lower than 5.5.

Applications from people with relevant work or life experience and/or non standard qualifications are welcome.

17. Key sources of information about the programme

- **University Prospectus**

- | |
|---|
| <ul style="list-style-type: none">• Course Handbook |
| <ul style="list-style-type: none">• University Website: http://www.uclan.ac.uk |
| <ul style="list-style-type: none">• School of Humanities and Social Science: https://www.uclanfcci.co.uk/school-of-humanities-and-social-sciences.html• https://www.uclan.ac.uk/courses/ba_hons_history_and_politics.php• https://www.uclan.ac.uk/courses/ba-hons-politics.php <p>Tel. 01772 893090</p> |

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject Specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	HY3991	History Dissertation	Comp	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	PO3992	Politics Dissertation	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HY3061	Riots and Revolution: Popular Politics and the English Working Class, c1770-1848	O	X		X	X	X	X		X	X	X	X		X	X	X	
	HY3029	Education, Society and Culture in England, 1790-1914	O	X		X	X	X	X		X	X	X	X		X	X	X	
	HY3064	Thatcher's Britain 1979-1990	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY3063	The Presidency of John F. Kennedy, 1961-63	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY3065	From Cold War to New Asia-Pacific Order, 1969-92	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY3059	African Nationalism and Independence, 1921-1982	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY3022	Public Space in the English City: A Social and Cultural History c.1850-1910	O	X		X	X	X	X		X	X	X	X		X	X	X	
	HY3062	A Place Apart? The Northern Ireland Troubles	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY3972	Work Placement in History	O			X			X		X	X	X	X		X	X	X	X
	PO3112	Contemporary Anglo-American Political Philosophy	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	PO3134	Continuity and Change in British Politics	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	PO3004	Terrorism and Security	O																
	RB3005	Political Islam and Islamic Movements	O	X	X	X	X	X	X		X	X	X	X		X	X	X	

LEVEL 5	HY2001	Sources and Methods	Comp	X		X	X	X	X		X	X	X	X		X	X	X	
	IR2101	Globalisation: History, Theories and Approaches	Comp	X	X	X	X	X	X		X	X	X	X		X	X	X	
	IR2102	Research Methods in Politics and International Relations	Comp			X	X	X	X		X	X	X	X	X	X	X	X	X
	HY2007	Twentieth Century Britain	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY2103	The 'Special Relationship': Britain and the United States in the Twentieth Century	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY2084	Europe in an Age of Atrocity, 1914-2000	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY2095	Cold War in Asia, 1945-89: History, Society and Conflict	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY2028	Community History Project	O	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HY2062	Rebellion to Neutrality: Ireland, 1795-1945	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY2096	Colonial Impacts: Africa 1652-1910	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY2102	Public History in Practice	O	X		X	X	X	X		X	X	X	X		X	X	X	X
	PO2110	History of Political Ideas	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
LEVEL 4	HY1101	Understanding History	Comp	X	X	X	X	X	X		X	X	X	X		X	X	X	X
	PO1101	Power, Politics and the State	Comp	X	X	X	X	X	X		X	X	X	X		X	X	X	
	PO1112	British Politics	Comp	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY1108	Nations and Empires in Asia: China, India, Japan and Thailand, 1857-1949	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY1111	Colonies to Nation: North America, c. 1700-1945	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
	HY1110	The Making of Britain, c 1688-1815	O	X	X	X	X	X	X		X	X	X	X		X	X	X	

HY1117	State and Society: Europe, c. 1815-1914	O	X	X	X	X	X	X		X	X	X	X		X	X	X	
HY1123	History, Heritage and Society	O	X	X	X	X	X	X		X	X	X	X		X	X	X	X
PO1109	Global Politics An Introduction to International Relations	O	X	X	X	X	X	X		X	X	X	X		X	X	X	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of BA History and Politics

- A1** Identify selected temporal, geographical, historiographical and analytical modes of historical investigation and key themes and developments of the main sub-disciplines of political study
- A2** Identify and assess how a range of contextual factors (historical, economic, social) shape contemporary political trends, debates and perspectives
- A3** Identify and assess respective (similar and distinctive) conceptual, theoretical and methodological traditions and practices of the disciplines
- A4** Identify and evidence a range of primary and secondary sources relating to historical and political enquiry and analysis
- B1** Identify and assess historiographical debate and/or concepts, theories and perspectives of political analysis
- B2** Apply appropriate historical evidence and arguments and concepts, theories and perspectives of political analysis to issues, questions and problems of historical and political enquiry
- B4** Communicate clearly both orally and in writing, locate, manage and use appropriate documentary, print and electronic sources related to the academic study of History and Politics
- C1** Reflection and analysis of key themes, questions, debates and perspectives of historical and political analysis
- C2** Engagement with relevant wider academic literature and apply information and evidence in an analytical, focused and structured manner
- C3** Independent learning and the ability to identify, organise and evaluate relevant primary and secondary source materials
- D1** Skills that identify, collect, synthesise and evaluate information and evidence from a variety of sources
- D2** Skills of analytical thinking and its appropriate application
- D3** Skills that clearly present and communicate ideas and arguments to others in oral and written form, utilising appropriate presentation techniques
- D4** Skills to work both independently and as part of a team, including self and time management, effective communication and negotiation

Learning outcomes for the award of DipHE:

- A1** Identify selected temporal, geographical, historiographical and analytical modes of historical investigation and key themes and developments of the main sub-disciplines of political study
- A2** Identify and assess how a range of contextual factors (historical, economic, social) shape contemporary political trends, debates and perspectives

- A3** Identify and assess respective (similar and distinctive) conceptual, theoretical and methodological traditions and practices of the disciplines

- A4** Identify and evidence a range of primary and secondary sources relating to historical and political enquiry and analysis

- B1** Identify and assess historiographical debate and/or concepts, theories and perspectives of political analysis

- B2** Apply appropriate historical evidence and arguments and concepts, theories and perspectives of political analysis to issues, questions and problems of historical and political enquiry

- B4** Communicate clearly both orally and in writing, locate, manage and use appropriate documentary, print and electronic sources related to the academic study of History and Politics

- C1** Reflection and analysis of key themes, questions, debates and perspectives of historical and political analysis

- C2** Engagement with relevant wider academic literature and apply information and evidence in an analytical, focused and structured manner

- C3** Independent learning and the ability to identify, organise and evaluate relevant primary and secondary source materials

- D1** Skills that identify, collect, synthesise and evaluate information and evidence from a variety of sources

- D2** Skills of analytical thinking and its appropriate application

- D3** Skills that clearly present and communicate ideas and arguments to others in oral and written form, utilising appropriate presentation techniques

- D4** Skills to work both independently and as part of a team, including self and time management, effective communication and negotiation

Learning outcomes for the award of: Cert HE

- A1** Identify selected temporal, geographical, historiographical and analytical modes of historical investigation and key themes and developments of the main sub-disciplines of political study

- A2** Identify how a range of contextual factors (historical, economic, social) shape contemporary political trends, debates and perspectives

- A3** Identify respective (similar and distinctive) conceptual, theoretical and methodological traditions and practices of the disciplines

- A4** Identify and evidence a range of primary and secondary sources relating to historical and political enquiry and analysis

- B1** Identify and evidence historiographical debate and/or concepts, theories and perspectives of political analysis

- B2** Utilise appropriate historical evidence and arguments and concepts, theories and perspectives of political analysis

- B4** Communicate clearly both orally and in writing, locate, manage and use appropriate print and electronic sources related to the academic study of History and Politics
- C1** Reflection on key themes, questions, debates and perspectives of historical and political analysis
- C2** Engagement with relevant wider academic literature and apply information and evidence in a focused, relevant and structured manner
- C3** Independent learning and the ability to identify, organise and present information from relevant primary and secondary source materials
- D1** Skills that identify, collect, synthesise and present information and evidence from a variety of sources
- D2** Skills of analytical thinking and its appropriate application
- D3** Skills that clearly present and communicate ideas and arguments to others in oral and written form, utilising appropriate presentation techniques
- D4** Skills to work both independently and as part of a team, including self and time management, effective communication and negotiation

Change to the foundation entry course structure for academic entry 2020 only:

Level 3	Module code	Module Title	Credits	
	HUC110	Essential Study Skills for Higher Education	20	Foundation Year requires completion of 120 credits at Level 3. Successful completion of the year permits progression on to Year 1. Students who exit after the Foundation year will receive a transcript of their modules and grades.
	HUC111	Developing Academic Knowledge	20	
	HUC114	Extended Study	20	
	HUC115	Learning by Experience	20	
		Options:		
	EDC101	Introduction to Education	20	
	HYC101	Introduction to History	20	
	PIC101	Introduction to Philosophy	20	
	SOC101	Introduction to Sociology and Contemporary Religion	20	
	FIC002	Film and Media Theory	20	
	ENC012	Introduction to Literature	20	
	ENC013	Introduction to Creative Writing	20	
	LGC001	Introduction to English Language and Linguistics	20	
	MLC001	Skills for Language Students	20	
	EBC001	Foundation in TESOL	20	