

SECTION 1: Basic Information

1.1	Awarding Institution:	Plymouth Marjon University
1.2	Teaching Institution:	Plymouth Marjon University
1.3	Locus of Delivery:	Plymouth Marjon University
1.4	Final Award Title:	BA (Hons)
1.5	FHEQ Level:	4, 5 and 6
1.6	Programme Title:	History
1.7	Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8	School:	School of Arts & Humanities
1.9	HECoS Code:	100302
1.10	Collaborative Provision Arrangement:	n/a
1.11	UCAS Code(s):	HIS1
1.12	Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13	Accrediting Professional Body/ PSRB:	n/a
1.14	QAA Subject Benchmarking Group(s):	History
1.15	Other External Points of Reference:	<i>Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework</i>
1.16	Language of Study (for learning, teaching and assessment):	English
1.17	Work-Based Learning Arrangements:	n/a
1.18	Foundation Degree Progression Routes:	n/a
1.19	Arrangements for Distance Learning:	n/a
1.20	Original Date of Production:	July 2020

1.21	Date of Commencement:	September 2021
1.22	Review Date:	By July 2026

2. Programme Outline

The BA (Hons) History programme is designed to give students a broad and balanced understanding of world history, whilst also developing specialist knowledge in particular themes or periods. It will deepen students' prior knowledge and understanding of the world, and offer them further insight into historical processes and forces that are evident across different periods, and continue to impact on the world today. Students may come to the programme either with or without prior historical study; irrespective of prior study paths, students will see history in a fresh and exciting way, and as partners in their learning, they will help co-construct the content for their curriculum, developing interest and expertise in various areas of study. Whilst it is not essential for students to have specific historical knowledge, a broad interest in the world and in its history is critical.

In line with the University's growth plan, students develop skillsets, values and attitudes that build their aspirations and potential. Over the course of the programme, therefore, students will develop a wide variety of skills, in addition to the subject-related content, which enable them to become adept communicators and proficient users of digital technologies. With opportunities for students to co-construct and shape the learning in collaboration with staff, the programme provides a great opportunity to become highly participative and engaged members of the community. The learning is enhanced through professional experience in Year 2 and Year 3 and with independent research in Year 3.

2.1 Integrating Sustainability into the Curriculum

Although sustainability and sustainable development have various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'¹

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

Activities on the History programme enable students to develop the knowledge, understanding, skills and attributes that are integral to this broader, more holistic learning. Among others, these activities would include (but are not limited to) simulations to explore perspectives, experiential projects and problem-based learning. Several of our learning outcomes reflect the importance

¹ Brundtland Report (1987) Our Common Future: Report of the World Commission on Environment and Development. United Nations, available at www.un-documents.net/wced-ocf.htm

that we ascribe to education for sustainable development, notably 3, 4, 5, 9 and 12, and its relevance is made paramount as a key thread in students' learning throughout the programme (see section 10 – thread B, 'Understanding Sustainability'); a table is presented in Section 10, which illustrates where this thread will be either explicitly or implicitly evident in our modules

3. Distinctive Features

The following are distinctive features of this programme:

1. History is best understood when different periods, people and experiences are related to one another, thus giving us a deeper understanding of our present. This programme takes a broadly thematic approach to learning about history, in which students forge links in space and time, gaining a greater insight into their own world and experience. Modules are designed to develop this thematic understanding early, and they are subsequently threaded together to build on learning through engagement with primary and secondary sources in a critical and academic way.
2. The programme takes a broad approach to learning about history in which students can help shape the curriculum content, selecting areas of interest that can be explored collaboratively, and then built on over time to develop specialist skills and knowledge. Whilst guided by the expertise of tutors, who can ensure focus on learning outcomes, students are proactive in co-constructing their learning.
3. The programme aims to foster intellectual growth through experiencing history in context: opportunities are embedded in all three years for students to visit local and national contexts of interest in order to engage fully with their subject. This immersive learning is supported by work-based learning that fully engages students in learning about their past and how to bring the past to life in a myriad of contexts.

4. Programme Aims

The BA (Hons) History programme aims to provide an academically challenging and intellectually rigorous course of learning that helps students develop the skills and competencies required to gain satisfying employment in a professional context. In tandem with this, the programme aims to instil a lifelong love of learning, a curiosity about History as a subject and an attitude of resilience and determination in the fields of both academic study and professional employment.

Drawing on QAA (2019) Benchmark Statement for History, and the Marjon Growth Plan, the programme aims specifically to:

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- Inspire a deep and abiding love and enthusiasm for the subject of History, including an appreciation of the wide-ranging contextual factors that have influenced its development as a subject
 - Provide an intellectually challenging experience of learning and studying through an organic, personalised programme
 - Promote an understanding of the lives of people in societies of the past, encountering and sensing the past's otherness, and developing appreciation for other cultures, belief systems and existences
 - Enable students to acquire knowledge of disparate source materials, both primary and

secondary, understanding the complexity and ambiguity of the historical record, and using sources synthetically to generate knowledge and historical interpretation

- Involve students in reflecting critically upon history in a way that is non-reductionist and celebrates the diversity and complexity of human experience
- Foster key critical thinking skills, which include the use of questioning, problem-solving and evaluation in research, in order to form evidence-based judgements, as well as other key graduate skills including teamwork, resilience, empathy, listening, inclusivity and critical sensitivity to diverse contexts
- Promote the development of written and communicative skills that enable students to marshal an argument in both written and oral form, communicating precisely and incisively in relation to subjects studied
- Ensure that students are prepared for either further study of History or related subjects, or for employment

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Extensive, critical and detailed knowledge of diverse and complex historical periods, themes and perspectives
2. Sophisticated knowledge of history as a multi-disciplinary subject, including the reciprocal relationship to studies in culture, politics, philosophy archaeology, language, linguistics and social sciences
3. An astute understanding of how the past has affected or influenced other 'pasts' and/or the present
4. A command of comparative perspectives, including the ability to understand and challenge perceived points of comparison or contrast in different cultures, societies and histories
5. Holistic and insightful knowledge of continuity and change over extended time spans
6. An enhanced and critical understanding of the value of diverse historic sources, including knowledge of how primary sources are accessed, stored, retrieved and preserved
7. A critical understanding of secondary history sources, including how contextual factors impact on the different and complex ways that the past is understood, constructed and presented

Intellectual skills:

By the end of this programme students should be able to demonstrate:

8. A sophisticated ability to develop and sustain historical arguments using a variety of literary forms, formulating appropriate questions and using a variety of evidence
9. A nuanced perception of the complexity of the past, including the problematic nature of historical evidence, and an ability to robustly defend a position or interpretation
10. Sophisticated skill in comparing the histories of different contexts
11. Astute understanding of the ethical dimensions of historical study, research and writing, and the benefits of historical study
12. A sophisticated awareness of issues related to sustainability and how these relate to both understanding the world and preserving the past

Practical skills:

By the end of this programme students should be able to demonstrate:

13. A critical ability to gather data and information from disparate sources, using this systematically and synthetically
14. Expertise in defining and executing a piece of independent research, drawing on synthesised sources effectively and presenting a cogent and meaningful response to the research task
15. Specialist historical skills required for some areas of analysis and interpretation
16. Effective organisational skills in strategically planning for a diverse and challenging range of assignments, including tasks that engage the wider community

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

17. An ability to engage effectively in collaborative activities, assuming – as appropriate – a role of leadership or followership
18. Advanced skill in the production of written communication, in various forms, including the ability to synthesise material
19. Highly effective oracy skills, proposing ideas and/or arguments, and generating discussions effectively, drawing on prepared material and pre-existing knowledge
20. Effective and sophisticated use of a diverse range of digital and media related technologies

6. Learning and Teaching Methods

A wide variety of teaching approaches are used on the programme in order to support and promote student-centred, flexible and integrated learning. Specific emphasis is placed on critical, historical enquiry and analysis, which is taught in a structured way through lectures and seminars. These primary modes of teaching are, however, integrated with a wide variety of teaching methods (as indicated in 6.1 below), which will enable students to develop knowledge, understanding and skills, including practical, transferable skills.

Students will be expected to take considerable ownership of their learning through independent study, and this will be supported through the integrated use of the University's VLE. More personalised learning support will be provided by module leaders, tutors and personal development tutors, with appropriate focus given to students' personal and professional development. In this way (and in line with the University's Growth Plan), the programme is very much focussed on student success, enhancing success both at university and empowering students to have successful careers in the future.

6.1 Learning Enhancement

The following methods and descriptions have been developed from the University's Glossary of Terms.

Method	Description
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Archival study	In depth study of archive resources to support development of historical skills and support use of primary research data in assessment tasks. Archive study may include study of digital resources.
Digital learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes.
Field work	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation. This will be critical in supporting learning in class and will be guided by the teaching team.
Group debate	A focus group who work together to discuss opinions and gauge responses to specific stimuli, including primary and secondary sources.
Group work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Input from Futures Team	This input is designed to support students with the development of their professional skills and refine their professional goals. This input can be enhanced through independent access of the Futures resources.
Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, and theories. Lectures are generally led by the teaching team, but some interaction is anticipated, including responses to some questions and activities.
Online/flipped learning	Online/flipped learning is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.
Placement-based learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. It involves learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Practical	Learning opportunities relating to putting theory and research into practice. This may be a structured activity under the supervision of the teaching team.

Seminar	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
Supervision	This is a specialised form of tutorial for final year students as they embark on their research projects. Supervision can involve extensive discussions, submission of draft work and review of the research process.
Supported independent study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials. A virtual forum on the Learning Space, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Visit	Offsite visit to specific venue or environment to promote educational outcomes. Visits may take place independently, and students are encouraged to identify and visit places of historic relevance to their studies.
Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.2 e-Learning

Opportunities to engage in E-Learning are indicated above (highlighted in bold). It is imperative to both the programme design, as well as students' future careers, that they are able to successfully use and create with digital technology. Through all three years, students will need to engage with various technologies in their learning, in particular to access taught content, but also to use digital technology to present and demonstrate their understanding, as well as becoming familiar with industry-related requirements and knowhow.

7. Modes of Assessment

Assessment on the programme is in line with the University's Assessment Policy, and also takes into account the recommendations within the QAA (2019) Subject Benchmark Statement – Section 4. Assessment is thus integral in both a formative and summative way: it allows students and staff to gauge progress in learning, offering appropriate support where there are gaps or misconceptions in learning, whilst also providing indication of student success in the modules and programme overall. Moderation by an External Examiner enables wider validation of the standards attained.

Assessment takes place on each module, in line with the particular level descriptors, in order that students meet the specified learning outcomes. The pass mark is 40% and assessment thresholds are in line with those indicated in the University's University Regulations.

To complete the programme with full honours, students need to complete 360 credits across their programme (including 120 at D level and 120 at H level). Generic assessment methods are indicated on module descriptors, with more detail in module outlines.

A wide and inclusive range of assessments are used on the programme to enable students to demonstrate they have met the learning outcomes. In planning assessments, consideration is given to the development of key, transferable skills, which can be developed through engagement with the assessment given.

The following methods and descriptions have been developed from the University's Glossary of Terms.

Method	Description
Contribution to debate	Taking an active part in debating an issue. This will require significant preparation of material, synthesising this to develop a structured argument or thesis.
Critical review	An analysis and evaluation of a topic (often a chapter from a book or an article from a journal), which requires the student to understand the material, while analysing and evaluating it using appropriate criteria.
Digital resource	An electronic piece of work such as a website task, teaching resources, interactive task, quiz, etc. This may also include video material in which students present historical issues or ideas.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject. Essays are used to judge the mastery and comprehension of the material, with students asked to explain, comment on, or assess a topic of study in the form. The academic essay tests the student's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities. Essays in history require students to weigh up contesting positions and draw on a wide range of theoretical arguments.
Ethical approval application	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.

Honours Project	An in-depth independent study of 10,000 words. This study may be the result of carrying out a primary research project. The project may be executed in a number of different ways, according to the nature of the research and the intention of the student.
Learning Journal	A journal, diary or blog/vlog of student learning based on critical and analytical reflections on any given situation/s within a workplace setting.
Literature review	An essay style assignment critically evaluating literature pertinent to a topic. A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal development planning/profiling process, or as part of the assessment of a module.
Poster	Students are given the opportunity to present knowledge and findings in visual format as an equivalent to a written assessment. Posters related to history may include a wide range of information, including data presented in tables and charts, as well as samples of primary material.
Practical	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills). In this history context, this could include the sharing or dissemination of historical knowledge to either a specific audience, or members of the public.
Practical project	Any assessed undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned to achieve a particular aim.
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Project Rationale	A short and clear explanation of the purpose of the Honours Project, in which students justify the area of their research and its scope.
Reflective journal	A reflective journal is an account given (reflection), an opinion formally expressed (evaluation) or a collation of information presented (synthesis) as a result of a practical activity, an investigation, some research or similar study.
Research proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Structured Assignment	A tutor specified format usually related to an extended piece of research and/or own reflective practice. Typically, structured assignments involve a number of different tasks to be completed.

8. Exemptions to University Regulations

n/a

9. Work-Based Learning / Placement Learning

On the History BA (Hons) programme, students undertake placement modules in Year 2 (HISD01) and in Year 3 (HISH04). As this is an academic, non-vocational, degree, we recognise the value and importance of developing skills for employment, as well as establishing an understanding of the sector, its disparate demands and opportunities.

HISD01 (Working in the Past) is an X module, spanning the duration of the second year; this gives students both practical input and support through structured sessions, and then extended experience in a field of interest. Placement experience on this module is scaffolded to ensure that students are well-supported, and assessment is designed on the module to support the development of critical industry-related skills and also the capacity to engage in public-facing or public-impacting work.

HISH04 (History in your Future) is a B module, occurring the second half of the third year. This is designed to build on previous work-based learning, and also prepare students for the transition from university to the world of work. Therefore, whilst students will undertake industry-related placements, which continue to foster their knowledge of history, the expectation in terms of assessment is broadly about their holistic development as professionals of the future.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator. Placement learning takes place in a range of settings (locally, regionally or nationally), in public, private and voluntary sectors.

Examples of indicative placements for the work-based learning modules would include undertaking experience in these industries/fields:

- Archives and curation
- Museums
- Heritage and historic sites
- Education (primary/secondary sector)
- Journalism and media
- Publishing and editing
- Digital and information resources/technologies

The programme team provides briefings to tutors and instructors who supervise the students in their work-based learning. The briefings ensure that all tutors have up-to-date information. All placements are preceded by a series of workshops that develop students' professional attributes and skills.

We anticipate that students will benefit in a number of ways from work-based learning opportunities, including:

- Developing key knowledge of industry, including the roles and responsibilities of professionals, in order to make informed decisions about the future
- Enhanced opportunity to develop transferable and practical skills, and also apply and refine pre-existing skills
- Developing professional skills and attributes (organisation, time-keeping, collaborative working) that are crucial in numerous professions
- Deepening understanding of the link between academic learning and professional development/work
- Opening further lines of enquiry into research ahead of independent third years research
- Understanding of ethical dimensions within industry and how industry is adapting to take account of current contextual factors (i.e. sustainability)

10. Programme Structure

Full-time

	Module Code	Module Title	Credits	Assessment			Semester/ Term [^]	C/O*	Non- con donable#
				% Course work	% Exam	% Practical			
Level 4	HISC01	Early Human History	20	100%			A	C	
	HISC02	Ancient to Contemporary	20	100%			A	C	
	HISC03	Historical Theory	20	100%			A	C	
	HISC04	Innovation, Science & Technology	20	100%			B	C	
	HISC05	Narrative and Biography	20	30%		70%	B	C	
	HISC06	Mapping History	20	100%			B	C	
Level 5	HISD01	Working in the Past	20	50%		50%	X	C	
	HISD02	History as Enquiry	20	100%			X	C	
	HISD03	Through the Eyes of Others	20	100%			A	C	
	HISD04	Archives and Artefacts	20	100%			A	C	
	HISD05	Rebellion, Revolution & Conflict	20	100%			B	C	
	HISD06	History Studies	20	100%			B	C	
Level 6	HISHD1	Honours Project	40	100%			X	C	√
	HISH01	Religion and Thought	20	100%			A	C	
	HISH02	Changing Landscapes	20	50%		50%	A	C	
	HISH03	Power and Politics	20	100%			B	C	
	HISH04	History in your Future	20	100%			B	C	

Key: (delete any of the following not used in table)

- [^] For modules delivered by semester:
- A or B = Semester A or B
 - X = modules delivered across Semesters A and B

For modules delivered by terms:

- 1, 2 or 3 = Term 1, 2 or 3
- Y = modules delivered across terms 1 and 2

- Z = modules delivered across terms 2 and 3
- X = modules delivered across terms 1, 2 and 3

* C = compulsory; O = optional

A V indicates that the module is non-condonable on this programme.

Part-time

	Module Code	Module Title	Year	Credits	Assessment			Semester/ Term [^]	C/O*	Non- condonable#
					% Course work	% Exam	% Practical			
Level 4	HISC01	Early Human History	1	20	100%			A	C	
	HISC02	Ancient to Contemporary	1	20	100%			A	C	
	HISC04	Innovation, Science & Technology	1	20	100%			B	C	
Level 4	HISC03	Historical Theory	2	20	100%			A	C	
	HISC05	Narrative and Biography	2	20	30%		70%	B	C	
	HISC06	Mapping History	2	20	100%			B	C	
Level 5	HISD01	Working in the Past	3	20	50%		50%	X	C	
	HISD03	Through the Eyes of Others	3	20	100%			A	C	
	HISD04	Archives & Artefacts	3	20	100%			B	C	
Level 5	HISD02	History as Enquiry	4	20	100%			X	C	
	HISD05	Rebellion, Revolution & Conflict	4	20	100%			A	C	
	HISD06	History Studies	4	20	100%			B	C	
Level 6	HISH01	Religion and Thought	5	20	100%			A	C	
	HISH02	Changing Landscapes	5	20	50%		50%	A	C	

	HISH03	Power and Politics	5	20	100%			B	C	
Level 6	HISHD1	Honours Project	6	40	100%			X	C	v
	HISH04	History in your Future	6	20	100%			B	C	

Key: (delete any of the following not used in table)

^ For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B

For modules delivered by terms:

- 1, 2 or 3 = Term 1, 2 or 3
- Y = modules delivered across terms 1 and 2
- Z = modules delivered across terms 2 and 3
- X = modules delivered across terms 1, 2 and 3

* C = compulsory; O = optional

A V indicates that the module is non-condonable on this programme.

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way, and will be made explicit to students throughout the programme.

	Module Code	Module Title	Thread
Level 4	HISC01	Early Human History	A, B, H, I
	HISC02	Ancient to Contemporary	A, B, C, D, H, I
	HISC03	Historical Theory	B, C, D, F, G
	HISC04	Innovation, Science & Technology	A, B, D, E, H
	HISC05	Narrative and Biography	A, C, F, H, I
	HISC06	Mapping History	A, B, C, F, G, H
Level 5	HISD01	Working in the Past	B, C, G, H, I
	HISD02	History as Enquiry	A, C, D, E, F, G, H
	HISD03	Through the Eyes of Others	A, D, F, H, I
	HISD04	Archives and Artefacts	A, C, F, G, H, I
	HISD05	Rebellion, Revolution and Conflict	A, D, E, H
	HISD06	History Studies	C, F, G, H
Level 6	HISHD1	Honours Project	A, B, C, D, E, F, G, H, I
	HISH01	Religion and Thought	A, B, D, E, H, I
	HISH02	Changing Landscapes	A, B, C, D, F, H
	HISH03	Power and Politics	A, B, D, F, H
	HISH04	History in your Future	B, C, G, H, I

Key to Threads

A: Chronological awareness & understanding of change and continuity

Students develop a clear sense of human history as a grand and complex narrative; they are able to identify and examine pivotal moments of change and/or continuity, as well as cyclical processes, considering the roles of individuals and communities – in whatever form – impacting historical forces. In various modules, a non-human (post-humanistic) view of history is also explored chronologically.

B: Understanding sustainability

Students develop their understanding of how people have impacted on their environment, creating issues in relation to sustainability for future generations. This thread takes account of some of the detrimental influence human beings have had on their environment, resulting in species extinction, degradation of the environment and crises of pollution and climate change. Measures and systems used to meet the challenges of sustainability are also integrated.

C: Fieldwork and living history

Our local area offers a rich repository of history and students conduct supervised and independent fieldwork to consider how we preserve and celebrate our rich cultural heritage. Fieldwork is key to experiencing primary source material, potentially through archive or museum research. Working with local partners, students discover unexamined sources and draw on this in a real and exciting way to support assignments.

D: Celebrating diversity

Students are encouraged to recognise and understand the importance of difference. Framed within historical themes and study, which emphasise the myriad problems associated with inequality, intolerance and hate, this theme draws out relevant ideas linked to feminist and emancipatory theory. Historians are in a unique position to understand historical issues and also celebrate the diverse and rich tapestry of life that makes up our world.

E: Thematic understanding with focus on comparison and contrast

History can be understood chronologically, as a linear set of experiences. However, an understanding of how periods, events and people – separated by space and time – can be considered in relation to each other, deepens conceptual and theoretical understanding. Our thematic approach enables students to think critically about history, forge interesting associations and make valuable and original insights.

F: Research and enquiry

Students are given the opportunity to develop research skills early in the programme, and they are supported in a number of modules, which emphasise the ethical and moral value of historical research. An approach to understanding secondary sources is grounded in theory, and this is complemented by access to, and detailed and critical examination of, a wide range of primary sources. At all times, students are encouraged to enquire and seek answers, co-producing their knowledge through critical research.

G: Personal and professional development

Students grow both personally and professionally on the programme, developing personal attributes that align closely with the Marjon values, whilst also developing academic study skills and professional

competencies for the world of work, including specific industry-related and also wider employment skills. Attention has been given to assessment types to nurture certain skills, and specific modules in the second and third year require students to engage in placement activity. Enhancement of digital skills is essential throughout.

H: Linking to the contemporary world

Whilst history may be deemed to be about the past, it is essential for students to understand the contemporary world and to perceive how the history they study is relevant. Links are consistently forged, therefore, between the past and present, so students can understand and appreciate the impact of the past, whilst also using their knowledge as a tool for mediating their understanding. In this sense, history serves as a critical thinking tool in its own right, giving students perspective and insight into the world they inhabit.

I: Human voices and stories

The study of history can often consign personal stories and experience to a secondary level of importance. On this programme, students are encouraged to understand the relevance of personal histories and to locate these narratives appropriately according to context. These stories enable students to get to grips with the intricate web of human existence and tease out – from their enquiries – the complex lives of people in the past.

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

n/a

12. Professional Advisory Group

The professional advisory group is an informal group of colleagues within relevant sectors connected to history. These include colleagues employed in education, curation, museums and archives. These colleagues offer useful advice to the programme team in relation the employment demands of their relevant sector, and these are embedded in taught modules.

13. Academic Progression Opportunities

Some students may choose to progress on to PGCE or School Direct routes that lead to QTS. Students seeking an academic career may seek to progress to Master's level study at either Plymouth Marjon University or other institutions. These would include options to undertake either MA, MSc or MRes study.

14. Employability and Career Progression Opportunities

In accordance with the University's Growth Plan, which indicates that students need to be prepared for a number of careers rather than a single long pathway, the BA (Hons) History programme aims to prepare students for a world of work that is complex and changing. In doing this, we prioritise skill development and we are explicit about what skills employers look for and how engagement through the programme can enhance these.

Employability skills are embedded in the programme as is evident in the threads (See Section 10, thread G). These employability skills include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital skills are also embedded within the programme, and these include:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).

- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

The employability and digital skills indicated above are embedded in key modules, including:

In Year 1:

- HISC03 Historical Theory
- HISC06 Mapping History

In Year 2:

- HISD01 Working in the Past
- HISD02 History as Enquiry
- HISD04 Archives and Artefacts
- HISD06 History Studies

In Year 3:

- HISHD1 Honours Project
- HISH04 History in your Future

History students are not confined to their field in terms of future employment or careers and we recognise that students may seek various opportunities, some of which may be sector-linked. To some extent, students' aspirations may become evident through the programme and may not link directly to working in the history industry.

Our graduates, therefore, are likely to engage in any of the following:

- Entry to postgraduate teaching programmes, either primary or secondary (with a Humanities or History specialism)

- Sector-related archive, curation, museum or library work, initially at an apprentice or junior level, or in a voluntary capacity
- Sector-related employment at a heritage or historic site, including either public facing tour work, administrative work, or restoration/conservation work
- Other professional roles with relevant vocational programmes as stepping stones if required (i.e. solicitor, copywriter)
- Graduate programmes for entry into the corporate world

We also envisage that our students are likely to have a number of careers in their life times and it will therefore be critical to develop their transferable and practical skills as much as possible, to ensure they are suited to the ever-changing demands of industry and have the capacity to deal with the certainty of uncertainty and the inevitability of change.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition, feedback

at programme level will be achieved through mid-module and end of semester evaluations and session-by-session feedback, , which enables students to give feedback on taught sessions in a regular and timely way.

Other feedback systems are also in place, including Staff-Student Liaison Committee (SSLC), the Student Experience Council (SEC) and the UK Engagement Survey (UKES).

17. Other Stakeholder Feedback

The consultation process undertaken for the development of this programme included interviews with history graduates, focus groups with A-level school students and meetings with professionals working within the sector. Collectively, these individuals and groups were able to share informed opinions about the History programme, and these ideas subsequently fed into the design of some aspects of the programme.

Students on other BA (Hons) programmes have also provided feedback in relation to assessment, teaching and learning, which has helped to define modes of delivery and assessment tasks that will be fit for purpose.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

2022/23 Suspended