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**Programme Specification**

**Title of Course: BA (Hons) History**

**Date Specification Produced: November 2012**

**Date Specification Last Revised: August 2020**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** |  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | Not applicable |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Available in full field, half field and as a major or minor field, the programme builds on well-stablished foundations. The History team at Kingston has a reputation for excellence and innovation, not only in teaching, learning and research but also in collaborative activity, community engagement, employability and, through our Centre for the Historical Record, in digitisation and electronic dissemination of historical resources. Students benefit from staff experience and expertise in all these areas, and also from cognate disciplines in the School of Arts, Culture and Communication, such as English Literature and Language, Creative Writing, Journalism and Publishing. History also has close links with the School of Social and Behavioural Sciences, with its expertise in Politics, International Relations and Human Rights. Also important to History’s identity, and to the experience of studying History at Kingston, is our close proximity to a town and borough rich in historic attributes, interest and importance. London, so very rich in history, is only a short distance away, and we are located especially close to the National Archives of the UK.

The BA History programme covers a wide chronological span, and it draws at every level on the research interests and expertise of the History team especially in early modern, modern and contemporary histories. The thematic range is similarly wide and of an interdisciplinary nature; it encompasses historical and political theory, politics, culture, economic affairs and, more specifically, gender, race, belief, health and sexuality. No less wide is the programme’s geographic spread; it covers Britain, Europe and the Americas and also Asia, Africa and Australasia. Historically focused, the programme is pedagogically and technologically innovative; it makes extensive use of e-technology.

The programme aims to make students aware, at each level and on a module-by-module basis, how their studies equip them, through the acquisition and mastering of knowledge and skills appropriate to further study, employment and careers.

At level 4 students meet all members of the department, through lectures, seminars and workshops as well as through personal tuition. Teaching and learning at this level provides a broad introduction to university-level History. Year-long modules facilitate depth as well as breadth of learning from the outset. Here students are introduced to aspects of British and European history from the early modern and modern period. The World History module will be, for many students, an opportunity to explore histories with which they may well be relatively unfamiliar: those of the Caribbean, of the Middle East, of central, south and east Asia, and of the Pacific Ocean region among others. In a different, though related, vein, students also take a module on the history of gender and sexuality through the ages. The first year helps emphasise an important aspect of the programme as a whole: its thematic breadth. Our virtual learning environment facilitates access to information and resources and also to interactive learning and teaching. There is also ample opportunity for group work, in seminars. Embedded within one of the L4 modules, personal tuition broadens learning opportunities, to include employability and life skills. Those are further enhanced by contributions from the university’s career development team, Careers and Employability Services. By a variety of means students learn to learn from each other, and from themselves.

Level 5 offers optional modules, greater specialisation and the opportunity to study abroad. It marks another stage in students’ progression, as they acquire further knowledge, new skills and confidence in the use of historical resources. Central to the student experience is a core module research project on the history of Victorian Britain, explored and analysed through primary sources. Option modules are provided by History (on nationalism and empire in Britain and Germany and on world history) and also by English Literature and by Politics. As at level 4, the thematic range is wide; modules incorporate study of race, gender, health and welfare, literature and culture, political thought, slavery, resistance and revolution. Students continue to explore technology in even greater depth, through the use of blogs, wikis and other e-resources. This enables them to discover and exploit more fully History’s capacity as a stimulating, rewarding and vitally relevant discipline, in terms of personal development, employability and careers. Personal tuition offers further assistance, not least in helping prepare students for Level 6 and the final year of their BA studies.

In their final year, students build on what they have already learned and achieved, and also construct something uniquely theirs. There is a research dissertation, which students, with supervisory advice and assistance, choose and work on their own historical topic. The innovative Capstone e-module is a collaborative blogging module. Students work individually and collectively, developing blog posts on a historical topic of their choosing. Equally innovative is the History Worklink option module, which enables students to gain valuable work experience at a History-related institution such as an archive, record office or heritage site. A range of other option modules enable students to work with experts on topics such as the French Revolution, contemporary Britain, fascism, genocide and the modern Middle East. With its mixture of research, e-learning and exciting historical topics, level 6 of the programme is both culmination and final preparation for further study and the world of employment.

1. **Aims of the Programme**

The main aims of the field are:

* To introduce students to the methodology, concepts and language of History
* To introduce students to issues and debates in History
* To foster critical thinking and independent learning in students
* To provide students with knowledge for an understanding of the contemporary world
* To enable students to develop written, oral and other communication skills, including those relating to e-technology
* To prepare students for graduate employment, further study and lifelong learning through the acquisition of key (transferable) skills

Additional aims of the half field are:

* To provide opportunity for specialisation in the field of historical study
* To provide opportunity for a history-related work experience project
* To equip students where necessary with the specialist skills necessary to undertake and successfully complete an optional final year dissertation

Additional aims of the major field are:

* To provide opportunity for further specialisation in the field of historical study

Additional aims of the full field are:

* To provide opportunity for still further specialisation in the field of historical study

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas, as noted below. The programme outcomes are referenced to the QAA Subject Benchmarks for History (2014) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and they relate to the typical student.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the Minor Field students will be able to:** |  | **Intellectual skills**  **On completion of the Minor Field students will be able to:** |  | **Subject Practical skills**  **On completion of the Minor Field students will be able to:** |
| A1 | Demonstrate knowledge of British, European and other national and world histories and their interconnectedness | B1 | Evaluate, compare and contrast different historical arguments and debates | C1 | Complete successfully the study of a historical topic |
| A2 | Reflect on how interpretation of British, European and other national and world histories has altered over time | B2 | Demonstrate some familiarity with relevant concepts and theories | C2 | Record and deploy ideas and information orally and in writing |
| A3 | Use their knowledge of history and historical interpretation to formulate questions and offer answers to historical problems | B3 | Show awareness of the role of History in society | C3 | Locate, interpret and analyse historical evidence |
| A4 | Use historical knowledge and interpretation as a framework for understanding the contemporary world | B4 | Reflect on the experiences of people in history | C4 | Demonstrate some capability in the use of technology for History |
|  | **On completion of the Half Field students will also be able to:** |  | **On completion of the Half Field students will also be able to:** |  | **On completion of the Half Field students will also be able to:** |
| A5 | Formulate questions on the historical topics they study | B5 | Demonstrate further awareness and knowledge of historiography | C5 | Complete successfully the study of a specialised historical topic |
| A6 | Demonstrate knowledge and understanding of a wider range of History, across periods and places |  |  | C6 | Demonstrate how skills in History may relate to the workplace |
|  | **On completion of the Major Field students will also be able to:** |  | **On completion of the Major Field students will also be able to:** |  | **On completion of the Major Field students will also be able to:** |
| A7 | Analyse and evaluate a wider range of primary historical evidence | B6 | Reflect critically on the place of the past in the present | C7 | Demonstrate advanced capability in the use of technology for History |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 112 points and upwards or equivalent qualifications and experience. Applicants with the following backgrounds are encouraged to apply:

Mature applicants with prior relevant experiential learning;

Mature applicants with qualifications other than at A or AS level

BTEC: Distinction, Distinction, Merit

Access Diploma:

GCSE: Candidates are normally required to hold five GCSE subjects scores 9-4 (or equivalent grades A\*-C) including Mathematics and English Language. Key Skills Level 2/3 may be used in lieu of poor GCSEs, depending on combination.

A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time, part-time and sandwich modes, and leads to the award of BA (Hons) History. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning, including sandwich programmes**

A number of work and work-related placements within and outside the university are available at level 6. Often based in a record office or archive, these placements allow students to experience ‘History at work’ and to deploy and further extend the skills they have acquired through their studies. Students also have the opportunity to reflect critically upon their working environment and on their personal experience of work.

This degree is also available with a sandwich option. Students selecting this route will be supported by the placements office in finding a suitable work placement

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4 (all core)** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| World History, 1700-2000 | HS4001 | 30 | 4 | 1&2 |
| Birth of the Modern Era: Britain and Europe, 1500-1800 | HS4003 | 30 | 4 | 1&2 |
| Private Lives, Public Roles: Sex, Society and Identity in History | HS4004 | 30 | 4 | 1&2 |
| Chaplin to Churchill: Britain, 1914-1959 | HS4005 | 30 | 4 | 1&2 |

Full Field students take all modules.

Half field students must take HS4001 World History and HS4005 Chaplin to Churchill, Britain, 1914-1959.

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in History.

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| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Life among the Victorians: Researching and Writing 19th Century British History | HS5002 | 30 | 5 | 1&2 |
| **Option modules** | | | | |
| Nationalism and Empire: Britain and Germany, 1815-1914 | HS5003 | 30 | 5 | 1&2 |
| Age of Extremes: Themes in Twentieth Century World History | HS5007 | 30 | 5 | 1&2 |
| Eighteenth Century Literature and Romanticism | EL5004 | 30 | 5 | 1&2 |
| Victorian to Modernist Literature | EL5005 | 30 | 5 | 1&2 |
| Modern Political Thought | PO5001 | 30 | 5 | 1&2 |
| Latin America: Power, Politics and El Pueblo Rising | PO5006 | 30 |  | 1&2 |
| Slavery and Emancipation | PO5007 | 30 |  | 1&2 |

Full field students take HS5002 Life among the Victorians, and three option modules.

Major field students take HS5002 Life among the Victorians and two option modules.

Half field students must take HS5002 Life among the Victorians and one option modules

Minor field students must take HS5002 Life among the Victorians

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in History.

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Level 6** | | | | | | | **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | | Researching and Writing your Dissertation | HS6001 | 30 | 6 | Year Long | | **Group A** | | | | | | | Beatles to Blair: Britain since 1960 | HS6004 | 30 | 6 | Year Long | | Britain, Europe and the Extreme Right, 1918 to the Present | HS6008 | 30 | 6 | Year Long | | **Group B** | | | | | | | Genocide and Crimes against Humanity | PO6007 | 30 | 6 | Year Long | | Cold War, Hot War: the Politics of the Middle East | PO6014 | 30 | 6 | Year Long | |

120 Credits **Full Field**

Core: HS6001 and one module from Group A

Optional: two other modules from Group A or Group B

60 Credits **Half Field**

HS6001 and one other module from Group A

30 Credits **Minor Field**

HS6001 or either of the Group A modules

\*Note: students considering HS6006 must first discuss with the module leader

1. **Principles of Teaching, Learning and Assessment**

Throughout the programme teaching and learning methods relate to module content and learning outcomes. Lectures ensure that students obtain key knowledge. Through seminars and workshops students then develop more individual interests as well as personal and key skills. Seminars and workshops also provide opportunity for peer-assisted learning.

A range of assessment methods, both formative and summative, enable students to demonstrate knowledge and skills. Methods include course work, oral presentations, in-class tests, blogs, written examinations both seen and unseen, a dissertation and an e-journal.

Module assessment provides formative and feed forward opportunities in preparation for summative assessment. Care is taken to avoid assessment bunching.

Throughout the programme diagnostic tests monitor progress in the development of key skills. These also help to identify where student support may be required, through the Academic Success Centre or other means.

Led by learning and research, the programme is designed to take account of university curriculum design principles. It makes use of a wide range of teaching and learning methods to ensure student engagement and enjoyment. From the outset and throughout its course the programme emphasises the extent to which students are part of a community of scholars, linked to other such communities within and beyond the university. Those other communities comprise students and anyone with an active interest in historical reading, study, research, writing and broadcasting. The town and borough of Kingston and surrounding areas are rich in historical interest and importance, and students are encouraged to engage actively with activities in those areas. Students are also encouraged to undertake trips to London, with its array of historically fascinating destinations. At Kingston students experience History, in the process of learning about it. The programme aims to be thematically broad and also distinctive through its emphasis on the history of people, places, material objects, organisations, societies and states. The histories that students encounter are a mixture of the private and the public, the early modern, the modern and the contemporary. Those histories do not relate only to Kingston, or to the United Kingdom: students learn about many other places, through the programme’s emphasis on international and world histories. The History programme is outward looking, in every sense.

Just as the learning environment for History extends beyond the university, it also involves the participation of people beyond the History team and the Centre for the Historical Record. Students have access to the expertise of peer mentors, librarians and specialists in careers, employability and academic and administrative support. The Personal Tutor scheme is integral to the programme and is embedded in modules. (Personal tuition at level 6 is linked to dissertation teaching and supervision and for minor field students we make separate arrangements if required.) The social activities of the History Society also help to complement the curriculum and make the experience of studying enjoyable as well as interesting.

Encouraging students’ sense of enquiry and of adventure at level 4 helps ensure they cope successfully with the scholarly demands on them at level 5 and level 6. There is increasingly greater emphasis on analysis, on argument, on independence of mind, on historiography. Above all, there is greater emphasis on research, beyond the LRC and beyond Google. The level 5 core module, on Victorian Britain, requires students to delve deeply into historical records and data. With its emphasis on research skills the module provides excellent preparation for dissertation study at level 6. Because of staff research sabbaticals, not all option modules at level 5 and level 6 may be offered every year.

Research-led History topics at L6 include: Enlightenment and revolution in France: British society since the 1960s; European and British fascism; Britain and the US in the twentieth century. The dissertation, taken by full field students and available to half field students, is an extended, supervised research project of 8-10,000 words. The module also incorporates personal tuition. On the Capstone module, content is varied and student-driven. It encompasses online research-based articles, reviews and reports on contemporary events from a historical perspective. The dissertation helps to hone employability skills such as prioritisation and independent working, while the Capstone module also develops collaborative, managerial and leadership abilities. The History Worklink module is particularly suitable for students interested in a career in archives, heritage or associated fields of activity. Worklink also encourages students to consider in depth the nature of history beyond the academy, or ‘Public History’, including how History influences society and public policy. Building on what has preceded it, and adding new elements of historical practice, level 6 provides students with excellent preparation for further study and the world of work.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* An Academic Success Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services team who will provide support for students prior to undertaking work placement(s).

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (module evaluation questionnaires), Level Surveys and the NSS (National Student Survey)
* Moderation policies
* Feedback from employers

1. **Employability Statement**

This programme is designed to fulfil curriculum requirements as advised by the Quality Assurance Agency for Higher Education, through publications such as the History Subject Benchmark Statement. Its designers have also drawn on other recent published work on employability produced by the now defunct History Subject Centre of the Higher Education Academy. The programme deploys a wide range of teaching and learning strategies to meet and exceed curricular requirements, including those of employability. While focused on the acquisition of skills and knowledge – about employability and careers as well as about History – the programme also aims to stimulate and develop in each student attributes such as self-awareness and self-confidence, critical thinking, resourcefulness, adaptability and self-motivation. Employability is important for each module, and at each level. Most notably, L6 students have the opportunity to undertake an independent supervised dissertation project; they work in teams on the production of an in-house e-journal and they may engage in work and work-related placements at institutions engaged in the ‘business’ of History within and outside the university. Employability, with learning, forms part of the programme’s design. History graduates go on to employment in education, in heritage and other history-related fields, in law, banking and finance, in business and retail and in manufacturing and service sector industries.

1. **Approved Variants from the Undergraduate Regulations.**

There are no variants from the Undergraduate Regulations.

1. **Other sources of information that you may wish to consult**

QAA Subject Benchmark Statement: History (2014)

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_12>

QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14>

QAA UK Quality Code for Higher Education

<http://www.qaa.ac.uk/quality-code>

Lisa Lavender, for the History Subject Centre, Higher Education Academy: *History Graduates with Impact* (2011)

<http://www2.warwick.ac.uk/fac/cross_fac/heahistory/publications/>

The Higher Education Academy: Arts and Humanities

<http://www.heacademy.ac.uk/disciplines/history>

The Historical Association

<http://www.history.org.uk/>

Kingston University website: Centre for the Historical Record

<http://fass.kingston.ac.uk/research/historical-record/>

History@Kingston blog site

<https://historyatkingston.wordpress.com/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  |  | **Level 4** | | | | **Level 5** | | | | | | | | **Level 6** | | | | |
|  | **Module Code** |  | HS4001 | HS4003 | HS4004 | HS4005 | HS5002 | HS5003 | HS5007 | EL5004 | EL5005 | PO5001 | PO5006 | PO5007 | HS6001 | HS6004 | HS6008 | PO6007 | PO6014 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A4 | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S | S |
| A5 |  |  |  |  |  |  |  |  |  | S | S | S | S | S | S | S | S |
|  | A6 |  |  |  |  | S | S | S |  |  |  | S | S | S | S | S | S | S |
|  | A7 | S |  | S | S |  |  |  |  |  | S | S | S | S | S | S | S | S |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B2 |  | S | S | F | S | S | S | S | S |  | S | S | S | S | S | S | S |
| B3 | S |  | S | S |  | S | S | S | S | S |  | S | S | S | S | S | S |
| B4 |  |  |  |  | S | S | S | S | S | S |  | S | S | S | S | S | S |
|  | B5 |  |  |  |  | S | S | S |  |  | S |  | S | S | S | S | S | S |
|  | B6 |  |  |  |  |  |  |  |  |  | S | S | S | S | S | S |  | S |
| **Practical Skills** | C1 | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| C2 | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| C3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  | S |
| C4 |  |  | S |  |  |  | S |  |  |  | S |  | S |  |  | S |  |
|  | C5 |  |  |  |  |  |  | S |  |  | S | S |  | S |  |  | S | S |
|  | C6 |  |  |  |  |  |  | S |  |  |  | S |  |  |  |  |  | S |
|  | C7 |  |  |  |  |  |  |  |  |  |  | S |  |  |  |  | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BA (Hons) History |
| **Intermediate Award(s):** | Cert HE, DipHE, Ordinary degree |
| **Minimum period of registration:** | 3 years full-time, 4 years sandwich, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 8 years sandwich, 12 years part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | History |
| **Modes of Delivery:** | Full-time, Part-time and Sandwich |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | V100 (Full-time) |
| **Course/Route Code:** | UFHIS1HIS01 (Full-time) |
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