



<b>PART 1: COURSE SUMMARY INFORMATION</b>		
<b>Course summary</b>		
Final award	BA Hons: Critical History	
Intermediate award	(i) BA: Critical History; (ii) Dip HE: Critical History ; (iii) Cert HE: Critical History	
Course status	Validated	
Awarding body	University of Brighton	
School	Humanities	
Location of study/ campus	Grand Parade	
<b>Partner institution(s)</b>		
<b>Name of institution</b>	<b>Host department</b>	<b>Course status</b>
1.		SELECT
2.		
3.		
<b>Admissions</b>		
Admissions agency	UCAS	
Entry requirements <i>Include any progression opportunities into the course.</i>	<p>Typical entry requirements. Individual offers may vary. Applicable for 2018-9 entry. Please check the University's website for 2018 entry requirements. Applicants are required to attend an interview for this course as offers will be made primarily upon the interview.</p> <p>A-levels: BBC</p> <p>BTEC:DDM.</p> <p>International Baccalaureate:28 points.</p> <p>Access to HE Diploma pass with at least 45 credits at level 3. Humanities or history courses preferred.</p> <p>GCSE (minimum grade C) or Access Equivalent at least three subjects including English language and mathematics or a science.</p> <p>For non-native speakers of English:IELTS 6.0 overall, with 6.0 in writing and a minimum of 5.5 in the other elements.</p>	
Start date (mmm-yy) <i>Normally September</i>	September 2018	
<b>Mode of study</b>		
<b>Mode of study</b>	<b>Duration of study (standard)</b>	<b>Maximum registration period</b>
Full-time	3 years	8 years
Part-time	Other: 6	8 years

Sandwich	Select	Select	
Distance	Select	Select	
<b>Course codes/categories</b>			
UCAS code	V140		
<b>Contacts</b>			
Course Leader (or Course Development Leader)	Eugene Michail		
Admissions Tutor	Eugene Michail		
<b>Examination and Assessment</b>			
<b>External Examiner(s)</b>	<b>Name</b>	<b>Place of work</b>	<b>Date tenure expires</b>
	<b>Scott Soo</b>	<b>University of Southampton</b>	<b>2021</b>
<b>Examination Board(s) (AEB/CEB)</b>	<b>Humanities</b>		
<b>Approval and review</b>			
	<b>Approval date</b>	<b>Review date</b>	
Validation	2017 <sup>1</sup>	23 <sup>rd</sup> February 2018 <sup>2</sup>	
Programme Specification	23 <sup>rd</sup> February 2018 <sup>3</sup>	2019 <sup>4</sup>	
Professional, Statutory and Regulatory Body 1 (if applicable):		5	
Professional, Statutory and Regulatory Body 2 (if applicable):			
Professional, Statutory and Regulatory Body 3 (if applicable):			

<sup>1</sup> Date of original validation.

<sup>2</sup> Date of most recent periodic review (normally academic year of validation + 5 years).

<sup>3</sup> Month and year this version of the programme specification was approved (normally September).

<sup>4</sup> Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

<sup>5</sup> Date of most recent review by accrediting/ approving external body.

## PART 2: COURSE DETAILS

### AIMS AND LEARNING OUTCOMES

#### Aims

The aims of the course are:

- To train students to key historical methods and approaches, with an explicitly critical perspective on the practices of history, the nature of historical knowledge and conceptions of time and progress.
- To equip students to study modern history in an interdisciplinary manner.
- To use history to address the assumptions of today, looking at how the past is connected to our world.
- To facilitate the development of transferable skills - of synthesis and critical analysis, as well as more general skills of oral and written communication, and independent research.

#### Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate<sup>6</sup>.

<p>Knowledge and theory</p>	<p>By the end of the course students will:</p> <ul style="list-style-type: none"> <li>- have the knowledge of and the ability to critically engage with methodologies and questions in an interdisciplinary manner, moving flexibly among disciplines, utilising the appropriate combinations of theoretical and practical tools in analysing specific areas of study. (see QAA History benchmark 4.6)</li> <li>- be able to use theoretical frameworks in relation to the historical discipline and its uses today, reflecting critically on the nature of scholar and public History, its social rationale, its theoretical underpinnings, its ethical dimensions and its intellectual standing (see QAA History benchmark 4.5)</li> <li>- have a good understanding of all main events and trends of modern political and social history.</li> <li>- have the capacity to view and understand history beyond the familiar time-and-place specificity of traditional history courses, moving much more flexibly in time and space, in a truly global and transnational framework. (see QAA History benchmark 4.2 &amp; 4.3)</li> <li>- be able to tackle comfortably all important issues of contemporary society utilising their critical historical and interdisciplinary skills.</li> </ul>
<p>Skills</p> <p>Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.</p>	<p>By the end of the course students will have developed the following <b>intellectual, practical and transferable skills</b>:</p> <ul style="list-style-type: none"> <li>- Intellectual: critical thinking and problem solving capabilities, demonstrated by the use of interdisciplinary approaches to the study of cultural, historical and political events.</li> <li>- Practical: engaging with others in a reasonable, structured and coherent manner; grasping essential elements of argument and responding in an appropriate manner to challenges.</li> <li>- Transferable: communicating effectively; synthesising and critically analysing information; engaging in effective oral and written communication; acting as an independent researcher.</li> </ul> <p>In particular, by the end of <i>Level 4</i>, students will:</p> <p>[1i] be familiar with some basic methodologies of the disciplines concerned</p> <p>[1ii] be equipped with conceptual tools for Levels 5 and 6</p> <p>[1iii] begin to develop interdisciplinary skills, drawing on different subject methodologies</p> <p>By the end of <i>Level 5</i> students will be:</p> <p>[2i] in relative command of key conceptual categories;</p>

<sup>6</sup> Please refer to *Course Development and Review Handbook* or QAA website for details.

	<p>[2ii] familiar with the basics of the Western intellectual tradition;  [2iii] able to reflect critically upon ‘the Western intellectual tradition’;  [2iv] familiar with applications of disciplinary methodologies in an interdisciplinary context;  [2v] equipped with a solid base for the specialised courses of Level 6, in terms both of content and of critical and independent approaches to it.</p> <p>By the end of the <i>Project [Dissertation or Independent Study] (Levels 5 and 6)</i>, students will have [3i] acquired a detailed knowledge and understanding of their chosen area of investigation.</p> <p>By the end of <i>Level 6</i>, students will have:  [3ii] consolidated, applied and developed the methodologies introduced in Level 5;  [3iii] gained knowledge and understanding of a particular theme arising from the contemporary world.</p> <p>In addition to the acquisition of the knowledge base necessary for an understanding of the above issues, the educational thrust of the course is the development of <b>analytic and synthetic skills</b>, as well as more general skills of oral and written communication, and of research:</p> <p>By the end of <i>Level 4</i>, students will be:  [1iv] familiar with the learning and teaching strategies of the course, in particular the emphasis on developing their abilities to organise and present an argument both orally and in writing.</p> <p>By the end of <i>Level 5</i>, students will be:  [2vi] able to read texts more closely, contextually and critically;  [2vii] able further to develop their learning capacities through active participation in seminars and the production of increasingly rigorous written work;  [2viii] equipped with the skills necessary to proceed to complete Level 6.</p> <p>By the end of the <i>Project [Dissertation or Independent Study] (Levels 5 and 6)</i>, students will have developed:  [3iv] the ability to carry through a sustained piece of research and argument;  [3v] their capacity for independent and self-motivated learning;  [3vi] the skill to write clearly, precisely and coherently in an appropriate register.</p> <p>By the end of <i>Level 6</i>, students will have:  [3v] developed their capacity for independent and self-motivated learning;  [3vi] the capacity to write clearly, precisely and coherently in an appropriate register;  [3vii] consolidated their analytic, synthetic, critical and comparative abilities through the effective preparation and presentation of competently researched oral and written work.</p>
QAA subject benchmark statement (where applicable) <sup>7</sup>	The QAA History Subject Benchmark (December 2014) <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf</a>

<sup>7</sup> Please refer to the QAA website for details.

**PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)**

Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.

n/a

**LEARNING AND TEACHING****Learning and teaching methods**

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

*The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about the learning and teaching methods used on the course.*

Learning and Teaching Method	% of Student Effort
Lectures	15%
Seminars	10%
Project and essay tutorial work	10%
Self Directed Study	65%

**Details of Learning and Teaching Methods**

**Lectures:** Lectures, usually lasting an hour and a half with time for questions, are the means by which tutors disseminate information, provide particular perspectives on issues, make links not present in the reading, draw together the different themes of modules, and offer stimulus for discussion.

**Tutorials:** Tutorials provide central support for seminar and written work. Pre-essay tutorials, at which students are required to bring a detailed essay plan, on which tutors will provide both written and verbal feedback, help to direct reading and the structuring of the task. Post-essay tutorials, whether concentrating on an analysis of the work's qualities (predominant in Level 4) or a development of the topic in question (predominant in Level 6), or both, enable students and tutors to work together to ensure that particular strengths and weaknesses are identified, and, respectively, built upon and remedied. Students also have tutorials with both their seminar and personal tutors to talk through the strengths and weaknesses of their seminars performance.

**Seminars:** Given the emphasis on the development and assessment of oral, as well as written, communication skills, seminars are central to student learning. Active engagement in seminar discussion is an indispensable condition for the successful completion of the course. In seminars, theory and data are collectively explored, and ideas are elaborated and tested. Seminars are assessed, and learning outcomes set in the seminar assessment are central to the completion of the course.

**Academic Development:** In addition to the acquisition of the knowledge necessary for an investigation of the course specific issues, the educational thrust of this course, as of the whole Humanities Programme, is the development of transferable skills of synthesis and critical analysis, as well as more general skills of oral and written communication, and independent research. These skills are built into the teaching of the course.

**Project:** Project work begins with an introductory lecture and seminar-based workshops in semester 2 of level 5. A project proposal is produced and assessed at the end of level 5, and the project continues through level 6 with regular one-to-one supervisory sessions until submission in the final semester of the degree. Students may choose to do a dissertation or an independent study.

## ASSESSMENT

### Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

*The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about how the course is assessed.*

The pattern of assessment encompasses oral as well as written work, and is informed by the learning outcomes set out for each module (see module specifications).

### Level 4 Assessment

For all Level 4 modules, learning outcomes (1i), (1ii), (1iii) and (1iv) are assessed by essays and seminar work, with the option of an alternative assessment in the form of a video log available in semester 2 on one of the core modules – HC455 *Understanding Society in a Global World*.

### Level 5 Assessment

For semesters 3 and 4 of the Level 5 Core Module, all five learning outcomes are assessed by essays and seminar work. Learning outcomes (2i), (2ii), (2iii), (2iv), (2v), (2vi) (2vii) are assessed by essays and seminar work.

For semesters 3 and 4 of the Level 5 Option Modules, learning outcomes (2i), (2ii), (2iii), (2iv) and (2vii) are assessed by essays and seminar work, with the option of an alternative assessment in the form of a video log available in semester 4 on each of the Option Modules.

### Level 6 Assessment

The learning outcomes of the dissertation are assessed by a substantial piece of writing completed by the second week after the easter vacation of semester 6, and an Oral Examination towards the end of the final semester, as detailed in the Project Unit of Study. There is an option of an alternative assessment in the form of independent study, which is assessed by either a substantial piece of written work or written work plus audio and/or visual presentations of reports.

For all Level 6 Option modules, learning outcomes (3ii), (3iii), and (3iv) are assessed by essays and seminar work; learning outcomes (3i), (3v), (3vi) and (3vii) by essay and seminar work.

### General Comments on forms of Assessment:

Essay Assessment: Essays are assessed in relation to key learning outcomes of the course, with particular emphasis on the student's ability to:

- produce a clearly structured and cogently argued essay
- draw on a range of interdisciplinary resources and demonstrate their relevance to the question at hand
- identify the key issues and problems in their analysis, and in the upper range begin to question the assumptions of the texts, objects and issues discussed
- demonstrate an awareness of appropriate concepts and knowledge

### Seminar Assessment:

Seminars are assessed on two elements: the student's general seminar performance in every seminar and their presentations.

During each seminar, tutors assess the students general seminar performance on the following three criteria:

- Have they demonstrated an informed and critical understanding of the issues under discussion supported by the appropriate sources?
- Have they contributed towards identifying/exploring/resolving questions discussed?
- Have they participated constructively in group discussion, offering and accepting appropriate criticism?

Their seminar presentation will be assessed on the following three points:

- Its structure and clarity.
- Its critical engagement with the topic.
- Its capacity to generate a lively, critical and focused debate.

For each seminar the seminar tutor marks the performance on the above criteria in the Seminar Report Form. Students can ask their seminar tutor to see the form at any point during the semester. At the end of the semester they can get their completed Seminar Report Form from their Personal Tutor.

Project: Students are expected to display all their acquired skills in the completion of an 10,000 word project, submitted in the last semester of the third year. This project work commences in semester 2 of Level 5 with lectures and seminar-based workshops on the ways to select, prepare for, and complete a piece of research work. Students work on their project for eighteen months and are expected to become experts in their chosen field. They receive regular guidance from their project supervisor. Projects take the form of standard academic dissertations, independent studies, or joint projects (2 to 4 students).

Learning Outcome	Assessment method	Module	Number of credits
SEE THE APPENDIX at the end of this document for the ASSESSMENT MATRIX ( All BA Courses in the Humanities programme)			

### SUPPORT AND INFORMATION

Institutional/ University	<p><b>All students benefit from:</b></p> <ul style="list-style-type: none"> <li>University welcome week</li> <li>Course Handbook</li> <li>Extensive library facilities</li> <li>Computer pool rooms</li> <li>E-mail address</li> <li>Welfare service</li> <li>Personal tutor for advice and guidance</li> </ul>
<p>Course-specific</p> <p>Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:</p>	<p><b>In addition, students on this course benefit from:</b></p> <p>Please refer to information held in studentcentral.</p>

## PART 3: COURSE SPECIFIC REGULATIONS

### COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

The course is delivered across three Levels and it is structured around two main types of modules: Core and Option.

Core modules are compulsory for all Humanities Programme students. Students will take Option modules that are particular to their degree and others from across the Programme. The Critical History option modules are organised around four different Option pathways. Each pathway has its own, unique set of Option modules and allows the students to specialise on the topics that interest them most. All Option modules belong to and form a Pathway. Each Pathway consists of two level 5 options (in first and second semester respectively) and one level 6 option. The 3 options that constitute a pathway are developmental – each one builds on and presumes the knowledge, conceptual tools and understanding developed in, the preceding option.

The four Option pathways of the Critical History BA are: Politics of the Past, Radical Histories, Politics-History-Ideology and Race and Resistance. Every Option pathway has a different focus: Politics of the Past looks at the political uses of history; Radical Histories focuses on radical movements; Politics-History-Ideology examines the power of ideology in international politics; Race and Resistance focuses on postcolonialism and issues of racism. At the end of Level 4 students are introduced to the different Option pathways and they pick those that are closer to their interests. They start Option modules in Level 5.

Each Level's course structure is as follows:

At Level 4 students take six one-semester Core modules each one of them carrying 20 credits. Students also complete Research Methods tasks as part of the assessment of the semester 1 modules.

At Level 5 students take a two semester compulsory Core module on 'Critical Traditions in Western Thought' and four modules from Option pathways (one from the options specific to their degree and one from across the programme). Each module carries 20 credits.

At Level 6 students take two Options which follow on from their Level 5 Option modules, and they continue work on their Projects. The completed project is submitted in semester 2.

<b>HUMANITIES PROGRAMME</b>			
teaching diagram			
	<b>CORE</b>	<b>OPTION</b>	<b>ACADEMIC DEVELOPMENT PROGRAMME</b>
<b>LEVEL 4: 120 credits</b>			
Semester 1	<b>Philosophical Inquiry</b> <i>20 Credits</i> <b>Approaching Narratives</b> <i>20 credits</i> <b>Historical Inquiry</b> <i>20 Credits</i>	n/a	<i>integrated</i>
Semester 2	<b>Studying Cultures</b> <i>20 Credits</i> <b>Understanding Society in a Global World</b> <i>20 Credits</i>		



	<b>Democracy: From Athens to Baghdad</b> <i>20 Credits</i>		
<b>LEVEL 5: 120 credits</b>			
Semester 1	<b>Critical Traditions pt1</b> <i>20 credits</i>	<b>Option A Module</b> <i>20 credits</i>	<b>Option B Module</b> <i>20 credits</i>
Semester 2	<b>Critical Traditions pt2</b> <i>20 credits</i>	<b>Option A Module</b> <i>20 credits</i>	<b>Option B Module</b> <i>20 credits</i>
<b>LEVEL 5: 120 credits</b>			
Semester 1	<b>Project</b> <i>60 credits</i>	<b>Option A Module</b> <i>30 credits</i>	<b>Option B Module</b> <i>30 credits</i>
Semester 6			

**Student Contact Hours\*      Assumed private study hours**

**Level 4**

Semester One	135	465
Semester Two	135	465

**Level 5**

Semester Three	130	470
Semester Four	130	470

**Level 6**

Throughout year	160	1040
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\*Subject to length of University academic year

**Modules**

**Status:**

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules). *Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

<b>Level<sup>8</sup></b>	<b>Module code</b>	<b>Status</b>	<b>Module title</b>	<b>Credit</b>
4	HC451	C	Historical Inquiry	20
4	HC450	C	Philosophical Inquiry	20
4	HC452	C	Studying Cultures	20
4	HC453	C	Democracy: From Athens To Baghdad	20
4	HC455	C	Understanding Society in a Global World	20
4	HC454	C	Approaching Narratives	20
5	HC550 & HC551	C	CORE COURSE: Critical Traditions pt1 Critical Traditions pt2	2 X 20
5		O	<b>One of four Degree OPTIONS followed through year:</b>	2 X 20

<sup>8</sup> All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

	<p>HC587/8</p> <p>HC589/590</p> <p>HC556/7</p> <p>HC 560/1</p> <p>HC554/5</p> <p>HC566/7</p> <p>HC576/7</p> <p>HC570/1</p> <p>HC578/9</p> <p>HC556/7</p> <p>HC 560/1</p> <p>HC 552/3</p> <p>HC558/9</p> <p>HC564/5</p> <p>HC581/2</p>		<p>Politics of the Past</p> <p>Radical Histories</p> <p>Politics-History-Ideology</p> <p>Race and Resistance</p> <p><b>one of four Programme OPTIONS followed through year:</b></p> <p>War, Terror and Democracy: War, Violence &amp; Terror; Contemporary Warfare in the Middle East</p> <p>Culture and Conflict: Culture &amp; Conflict in the Contemporary World-Critical Approaches &amp;; Representation &amp; the Cultural Politics of Conflict</p> <p>Terror and Terrorism: War, Violence &amp; Terror; Histories of Terror and Terrorism</p> <p>Fictions in History: Victorian Gothic: Popular Fiction in Historical Content &amp;; Realism, Modernism &amp; Postmodernism</p> <p>Philosophy &amp; Literature: Reason, Romanticism, Revolution &amp;; From Existentialism to Marxism</p> <p>Self and Society: Conceptualising Subjectivity/Self and Society: Subject, Subjectivity and Subjection</p> <p>Globalisation, History and Identity: Experiencing Contemporary Globalisation &amp;; Globalisation and History: The Middle East &amp; the West</p> <p>Global Politics: Movements, Power, Democracy &amp;; Justice &amp; Conflict and Development in a Globalising World</p> <p>Critical Theory &amp; Radical Politics: The Politics of Critique &amp;; Structuralism, post-structuralism and the politics of critique</p> <p>Morality, Politics and the Good Life: Reading Plato's Republic in a Global Polity &amp;; Body Politics</p> <p>Global Society: Globalisation and the Network Society &amp;; Media, Culture, Communication</p>	
6	HC682	O	<p><b>one of four Degree Option Modules which develop work of level 5 option</b></p> <p>Politics of the Past</p> <p>Radical Histories</p>	All 30 credits

	HC683 HC656 HC679		Politics-History-Ideology Race and Resistance  <b>One of the following Programme Option Modules which develop work of year 2 option</b>	
	HC654		War, Terror and Democracy: The Holocaust and Genocide	
	HC670		Culture and Conflict: Narrating the Contested Past: Northern Ireland and South Africa	
	HC658		Terror and Terrorism: War, Terror and Civilians	
	HC664		Fictions in History: Caribbean and African American Writing: 'Race', History, Fiction and Resistance	
	HC680		Philosophy & Literature: From Poststructuralism to Posthumanism	
	HC652		Self & Society: Marxisms and Feminisms	
	HC677		Globalisation, History and Identity	
	HC666		Global Politics: The Crisis of Global Governance: Global Environmental Politics, Human Rights & Humanitarian Intervention	
	HC681		Global Society: The Challenges of Global Society: Global Security and Global Sustainability	
	HC676		Morality, Politics and the Good Life: The Ethics and Politics of Global Society	
	HC682		Critical Theory & Radical Politics: Bodies in Dispute	
6	HC651	M	Project for CRITICAL HISTORY	60 credits
<b>Status:</b> M = Mandatory (modules which must be taken and passed to be eligible for the award) C = Compulsory (modules which must be taken to be eligible for the award) O = Optional (optional modules). <i>Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability</i> A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)				

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits <sup>9</sup>	Minimum credits <sup>10</sup>	Ratio of marks <sup>11</sup> :	Class of award
Final	BA Hons	Critical History	6	Total credit 360	Minimum credit at level of award 90	Levels 5 and 6 (25:75)	Honours degree
Intermediate	BA	Critical History	6	Total credit 300	Minimum credit at level of award 60	Level 6 marks	Not applicable
Intermediate	DipHE	Critical History	5	Total credit 240	Minimum credit at level of award 90	Level 5 marks	Not applicable
Intermediate	CertHE	Critical History	4	Total credit 120	Minimum credit at level of award 90	Level 4 marks	Not applicable
Select			Select	Total credit Select	Minimum credit at level of award Select	Select	Select
<b>*Foundation degrees only</b>		Progression routes from award:					
<b>Award classifications</b>		<b>Mark/ band %</b>	<b>Foundation degree</b>	<b>Honours degree</b>		<b>Postgraduate<sup>12</sup> degree (excludes PGCE and BM BS)</b>	
		70% - 100%	Distinction	First (1)		Distinction	
		60% - 69.99%	Merit	Upper second (2:1)		Merit	
		50% - 59.99%	Pass	Lower second (2:2)		Pass	
		40% - 49.99%		Third (3)			

<sup>9</sup> Total number of credits required to be eligible for the award.

<sup>10</sup> Minimum number of credits required, at level of award, to be eligible for the award.

<sup>11</sup> Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

<sup>12</sup> Refers to taught provision: PG Cert, PG Dip, Masters.

## EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

**The examination and assessment regulations for the course should be in accordance with the University's General Examination and Assessment Regulations for Taught Courses (available from staffcentral or studentcentral).**

Specific regulations which **materially** affect assessment, progression and award on the course

e.g. Where referrals or repeat of modules are not permitted in line with the University's *General Examination and Assessment Regulations for Taught Courses*.

The course regulations are in accordance with the University's General Examination and Assessment Regulations (available from the school office, and Student Central).

Exceptions required by PSRB

These require the approval of the Chair of the Academic Board

n/a

## BA (Hons) Critical History - assessment Matrix

Level and LOs	Unit of Study (* Indicates if Shared)	Credit	Assessment Timing	Assessment Task(s) / Evidence and learning objectives met
LOs: 1(i); 1(ii); 1(iii) 1(iv)	<b>Historical Inquiry</b>	20	Semester 1, Week 12  Semester 1, Continuous	Submission of 1200 word essay.  Weekly Seminar Assessment
L4 LOs: 1(i); 1(ii); 1(iii) 1(iv)	<b>Philosophical Inquiry</b>	20	Semester 1, Week 13  Semester 1, Continuous	Submission of 1200 word essay.  Weekly Seminar Assessment
LOs: 1(i); 1(ii); 1(iii) 1(iv)	<b>Approaching Narrative</b>	20	Semester 1, Week 13  Semester 1, Continuous	Submission of 1200 word essay.  Weekly Seminar Assessment
LOs: 1(i); 1(ii); 1(iii) 1(iv)	<b>Democracy: From Athens to Baghdad</b>	20	Semester 2, Week 6  Semester 2, Continuous	Submission of 1500 word essay.  Weekly Seminar Assessment
LOs: 1(i); 1(ii); 1(iii) 1(iv) 1(v)	<b>Understanding Society in a Global world</b>	20	Semester 2, Week 8  Semester 2, Continuous	Submission of 1500 word essay.  Weekly Seminar Assessment
LOs: 1(i); 1(ii); 1(iii) 1(iv) 1(v)	<b>Studying Cultures</b>	20	Semester 2, Week 12  Semester 2, Continuous	Submission of 1500 word essay.  Weekly Seminar Assessment
2(i), 2(iv) 2(v)	<b>Degree Course Option (see Course Map)</b>	20	Semester 1, Week 7	Submission of 2000 word essay  Weekly Seminar Assessment

2(vi) 2(vii) 2(viii)			Semester 1, Continuous	
2(i), 2(ii) 2(iii) 2(vi) 2(vii) 2(viii)	<b>Critical Traditions 1</b>	20	Semester 1, week 11  Semester 1, Continuous	Submission of 2000 word essay  Weekly Seminar Assessment
2(i), 2(iv) 2(v) 2(vi) 2(vii) 2(viii)	<b>Programme Course Option (see Course Map)</b>	20	Semester 1, Week 13  Semester 1, Continuous	Submission of 2000 word essay  Weekly Seminar Assessment
2(i) 2(ii) 2(iii) 2(vi) 2(vii) 2(viii)	<b>Critical Traditions 2</b>	20	Semester 2, Week 8 (2nd week after Easter break)  Semester 2, Continuous	Submission of Essay 2500 words  Weekly Seminar Assessment
2(i) 2(iv) 2(v) 2(vi) 2(vii) 2(viii)	<b>Degree Course Option 2 (see course map)</b>	20	Semester 2, Week 13  Semester 2, Continuous	Submission of Essay 2500 words  Weekly Seminar Assessment
2(i) 2(iv) 2(v) 2(vi) 2(vii) 2(viii)	<b>Programme Course Option (see Course Map)</b>	20	Semester 2, Week 6 (week before Easter)  Semester 2, Continuous	Submission of Essay 2500 words  Weekly Seminar Assessment
L6  LOs: 3(ii) 3(iii) 3(v) 3(vi) 3(vii)	<b>Degree Course option</b>	30	Term 1 Week 7  Term 2, Week 11  Terms 1 and 2, Continuous	Submission of 2500 word essay.  Submission of 2500 word essay  Continuous Seminar Assessment
L6  LOs: 3(ii) 3(iii) 3(v) 3(vi) 3(vii)	<b>Programme Option</b>	30	Term 1 Week 11  Term 2, Week 7  Terms 1 and 2, Continuous	Submission of 2500 word essay.  Submission of 2500 word essay

				Continuous Seminar Assessment
LOs: 3(i) 3(iv) 3(v) 3(vi)	<b>Project</b>	60	Semester 2, Week 8 (Term 3, week 1)  Semester 2 Week 8-9 (term 3, weeks 4-5)	Submission of a substantial independently produced written project of 10000 words.  Oral Examination of Project Presentation to students and staff.