

BA (Hons) History with Art History Programme Specification

Programme Title & award	Bachelor of Arts (Honours) in History with Art History	UCAS Code	V1V3
Programme Level	Level 6 (FHEQ)	HECoS Code	100302 100306
Relevant QAA Benchmark Statement	History Art History	Programme Code	BNCHHAF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	August 2016
Mode of Study	Full Time	Duration of Study	3 years

PROGRAMME STRUCTURE

The degree is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are twelve weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in Art History, the minor subject, will be taught over the whole of the academic year. The courses in History, the major subject, may be taught in more concentrated periods through the year.

STRUCTURE OF THE HISTORY MAJOR (270 credits)

The **History** major consists of nine courses:

FIRST YEAR (LEVEL 4)

Core Courses:

NCH412 Sixteenth-Century England (30 credits)

NCH406 Britain and the Wider World (30 credits)

Optional Courses:

NCH418 Medieval Europe 1000-1300: Faith and Power (30 credits) **OR**

NCH417 From Roman Empire to Medieval Kingdoms 300-900: The Transformation of Power (30 credits)

SECOND YEAR (LEVEL 5)

Core Courses:

NCH505 History, Heritage and Memory (30 credits)

Optional Courses:

NCH511 The City in American Political Life: 1776 to Present Day (30 credits) **OR**

NCH519 A Long Civil Rights Movement? Black Political Protest 1918-1968 (30 credits) **OR**

NCH535 The History of Political Thought (30 credits) **OR**

NCH520 How to Govern Well: The History of Ideas from Aristotle to Bakunin (30 credits)

THIRD YEAR (LEVEL 6)

Core Course:

NCH605 Power and Politics (30 credits)

Optional Courses:

Select two courses from the following four options:

NCH613 'Heap of Shot or Pot of Treacle?' Social History in Britain, 1870-1914 (30 credits)

NCH645 The Crusades (30 credits)

NCH646 American Political Life (30 credits)

NCH647 Early Modern History (30 credits)

STRUCTURE OF THE ART HISTORY MINOR (90 credits)

The **Art History** minor consists of three courses:

First Year: NCH421 Introduction to Art History (30 credits)

Second Year: NCH522 The Industry of Art: Renaissance and Baroque Patrons, Artists, Objects & Consumers (30 credits)

Third Year: NCH624 Modern Architecture from 1851 to the present (30 credits)

ENTRANCE REQUIREMENTS

AGE

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's [policy](#), normally turn 18 before December 31st of that academic year.

GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, work samples, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

SPECIFIC ENTRANCE REQUIREMENTS

History Major: None.

Art History Minor: None.

RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

AIMS OF THE PROGRAMME

The central aim of History major is to enable students to acquire knowledge and understanding of the human past, and the ways in which humans have organised their lives materially and conceptually as individuals and societies. In taking Art History as a minor you will develop methodologies for the identification and critical assessment of art objects.

KNOWLEDGE AND UNDERSTANDING

The programme aims to:

- enable students to acquire knowledge and understanding of the human past;
- develop a respect for historical context;
- develop a respect for evidence;
- develop an awareness of the historical processes unfolding in our own time and a deep understanding of the varied traditions current today;

- give students an opportunity to study the history of more than one society or culture;
- introduce students to some of the many varieties of approaches to studying the past – social, cultural, intellectual, religious, political, economic, etc.;
- develop an appreciation of the complexity and diversity of situations, events and mentalities in the past and of the surviving evidence about them;
- foster an understanding of history as a discipline and of different historical methodologies;
- foster an understanding of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;
- develop methodologies for the identification and critical assessment of art objects.

SUBJECT-SPECIFIC SKILLS

The programme aims to:

- foster an understanding of how people have existed, acted and thought in the past, and to develop an awareness of unfamiliar values, structures, cultures and societies;
- train students to read, understand, analyse and reflect critically, empathically and contextually on a wide range of source materials;
- inculcate critical skills, enabling a student to test and weigh statements, and evaluate evidence;
- develop intellectual independence and basic research skills, including bibliographic skills; the ability to gather, sift, select, organise and synthesise large quantities of evidence; the ability to formulate pertinent and probing historical questions, and the ability to provide answers to them using valid and relevant evidence and argument;
- foster the ability to marshal, develop and sustain a historical argument, both in written and oral form, providing a structured, concise, lucid and coherent line of reasoning, based on primary and secondary evidence;
- train students to situate art objects within their social, historical and cultural contexts;
- introduce students to critical, theoretical and historical writings on art and train them to use these methods in their assessment and analysis of art objects.

TRANSFERABLE SKILLS

The programme aims to:

- develop independence of mind, self-discipline and initiative;
- foster the ability to gather, organise and deploy evidence, data and information, knowing where to identify, find, retrieve and sort such information, and how to evaluate its relevance and usefulness to the question at hand;

- develop the ability to express oneself fluently, clearly, and coherently in oral and written expression;
- develop intellectual integrity and maturity, and imaginative insight and creativity;
- foster critical and analytical skills;
- prepare students for a wide range of careers and roles in society;
- enable Major students to progress to postgraduate studies in the field or a related area;
- foster an ability to anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity

LEARNING OUTCOMES

[History (Hi); Art History (AH)]

KNOWLEDGE AND UNDERSTANDING

The student will be able to:

- K1c (Hi) command a substantial and varied body of historical knowledge and understanding;
- K2c (Hi) appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence;
- K3c (Hi) reflect critically on the nature of their discipline, its social rationale, its theoretical underpinnings and its intellectual standing;
- K4c (AH) demonstrate a systematic understanding of art historical debate and engage with the concepts and values that inform study and practice in the field of art history including an awareness of the limitations and partiality of all historical knowledge.

SUBJECT-SPECIFIC SKILLS

The student will be able to:

- S1c (Hi) develop and sustain historical arguments in oral and written form, formulating pertinent and probing questions, and answering those questions using evidence with nuance and insight;
- S2c (Hi) read, analyse and reflect critically and contextually upon contemporary and secondary texts and other non-textual sources;
- S3c (Hi) find, gather and deploy evidence and data with intellectual integrity and maturity;
- S4c (AH) accurately analyse and situate the artefacts studied within their correct appropriate historical, intellectual and cultural contexts.

TRANSFERABLE SKILLS

The student will be able to:

- T1c (Hi) produce written work to high standards in organization, relevance, fluency of expression and referencing, including in the design, research and presentation of an independently conceived piece of writing;
- T2c (Hi) organise and synthesize large amounts of information and analyse the ideas in such data in rational, critical and evaluative ways;
- T3c (AH) effectively communicate and critically evaluate work, working independently and in a timely fashion.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statement - see [Appendix A](#). For learning outcomes of exit awards see [Appendix B](#).

Map of Courses to Learning Outcomes

	Knowledge & Understanding						Subject-specific skills						Transferable skills																			
	Course Title	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	K4a	K4b	K4c	S1a	S1b	S1c	S2a	S2b	S2c	S3a	S3b	S3c	T1a	T1b	T1c	T2a	T2b	T2c	T3a	T3b	T3c	
FHEQ Level 4																																
Medieval Europe: Faith & Power)	●													●			●			●				●			●					
Roman to Medieval: Transformation of Power	●							●						●			●			●				●			●					
16-Century England	●			●			●							●			●			●				●								
Britain & Wider World	●			●										●			●			●				●			●					
Introduction to Art History											●										●									●		
FHEQ Level 5																																
The City in American Political Life	●						●	●						●			●								●							
Civil Rights Movement	●				●			●						●			●			●					●							
The History of Political Thought	●				●			●									●			●				●			●					
How to Govern Well	●				●									●			●			●			●			●			●			
History, Heritage & Memory	●				●			●	●					●			●			●			●			●			●			
The Industry of Art											●												●							●		
FHEQ Level 6																																
Heap of Shot		●				●			●					●			●			●			●			●			●		●	
The Crusades		●				●			●					●			●			●			●			●		●		●		
American Political Life		●				●			●					●			●			●			●			●		●		●		
Early Modern History		●				●			●					●			●			●			●			●		●		●		
Power & Politics		●				●			●					●			●			●			●			●		●		●		
Modern Architecture											●												●								●	

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The History and Art History faculties make use of various teaching and learning strategies, including:

- Lectures
- Individual tutorials
- Group tutorials (involving student presentations)
- Seminars (particularly for final year 'special subject' courses)
- Informal discussion groups (including online discussion)
- Study visits to museums and historic buildings
- Close observation, demonstration and handling sessions
- Consolidation and revision workshops
- Examinations and examiners' reports
- Independent study and research individually and in groups

The style of teaching History with Art History at NCH exposes students to lectures that capture their interest and excite their curiosity. These lectures are designed to be given to smaller groups of students than at other institutions, to allow interactivity and a short time of discussion and questioning (throughout or at the end of each lecture, as appropriate). Essay-based, one-to-one tutorials and additional presentation-based small group tutorials enable unparalleled focus on the individual student, and prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback on their formative essays, and ideas and arguments are approached from new angles and in new contexts so as to enable the consolidation and review of material.

The programme is designed to progress steadily over the three years, and develop students' conceptual sophistication through cumulative experience and knowledge. Third-year 'special subjects' focus on a narrower chronological range than earlier courses, with an increased emphasis on the close documentary study of primary texts. The third-year dissertation, which is freely chosen within the Power and Politics course, will allow students to develop their thinking in collaboration with a supervisor.

RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

Sample and/or past examination papers, as well as examiners' reports, are available, on Moodle, to help students understand what is expected of them.

WIDENING PARTICIPATION

The faculty is committed to widening participation in History with Art History, both through outreach programmes and through a teaching environment that is inclusive towards a wide variety of backgrounds and learning styles. The faculty visits a wide

range of schools on a regular basis, hosts open lectures, engages with mass and social media, and publishes in accessible formats. Members of the faculty are highly engaged with, and committed to, the public dissemination of their discipline. Individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles. The faculty facilitates a wide range of academic and social events in which academics and students are brought together.

RESEARCH

All members of the faculty have been chosen on the basis of their research activity, as well as their talents in teaching, and are encourage active in their research field to remain partly by being given an individual annual research budget and regular sabbatical leave. The teaching has been developed and allocated on the basis of research interests and expertise, and the faculty to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary.

Students are taught research and digital literacy skills in three main ways:

- a) At the beginning of Michaelmas term of the first year, subject librarians at Senate House Library give NCH students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of History with Art History. Students need to know how to analyse their research topic when planning a literature search, identifying appropriate keywords, and alternative possibilities. They will be made aware of library database that they can use to search for academic journal articles (such as JSTOR) and know how to use these databases effectively to find articles relating to their chosen keywords. Following their search, it will be necessary to evaluate the results and the quality and relevance of the articles critically. They will be made aware of the availability and value of other physical and online research tools. Students should also know how to access the online and in-person support available to them in this area, via Senate House Library.
- b) Part-way through the first half of Michaelmas term (once students have had some experience of writing essays and have acquired the appetite to improve their research skills), first-year students receive, in College, both College-wide and subject-specific briefings on basic digital literacy and research skills. These briefings are given as lectures, and are reinforced by summary documentation made available on Moodle.
- c) During the Michaelmas term of each of the three years of the Degree, the lecturer in one of the History courses makes a particular point of building in the teaching of digital literacy and research skills to their lectures. The skills taught become more sophisticated in each successive year. Details of how this might be done appear in the Course Descriptors for Britain and the Wider World; History, Heritage and Memory, and Power and Politics. In addition, research skills peculiar to the writing of dissertations are taught in the lectures and tutorials for Power and Politics.

ASSESSMENT

Assessment in History with Art History aims to test:

- knowledge and understanding of the complexity and diversity of situations, events and mentalities in the past;
- ability to evaluate evidence and reflect critically, empathically and contextually on it;
- ability to marshal, develop and sustain a rigorous, robust, well-structured and concise historical argument, on the basis of this evidence;
- ability to express oneself fluently, clearly and coherently in prose;
- an awareness of the different methodological approaches to History;
- knowledge and understanding of central philosophical questions, texts, and debates;
- ability to reason rigorously, critically, creatively and autonomously;.
- ability to express oneself clearly and precisely;
- knowledge and understanding of different periods of art history;
- the ability to recognise, describe and contextualise art objects with appropriate art historical language.

HISTORY MAJOR:

- Examinations
- Coursework
- Dissertation

ART HISTORY MINOR:

- Coursework Essays

Appendix C is the programme structure and assessment summary.

ASSESSMENT REGULATIONS

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

STUDENT SUPPORT

DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

CAREERS EDUCATION, INFORMATION AND GUIDANCE

The College **Careers** Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs **LAUNCH**, which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

QUALITY EVALUATION AND ENHANCEMENT

AWARD STANDARDS

Every programme of study is developed and approved by the College's Academic Board and then validated by Solent University.

REVIEW AND EVALUATION MECHANISMS

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.

- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.).

ABOUT THIS DOCUMENT

Head of Faculty for Bachelor of Arts (Honours) in History with Art History	Dr Lars Kjaer
Start date	September 2017
Date of approval	August 2016
Date(s) updated/amended	April 2017 August 2018 May 2019

APPENDIX A – MAP TO QAA HISTORY SUBJECT BENCHMARK

	Recommendation*	Learning Outcomes
9.1	<i>The benchmarking group for history recommended that all students studying history as part of their degree:</i>	
	Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 3.1 to 3.3 of this subject benchmark statement.	K1-3, S1-S3, T1-2
	Be provided with opportunities to participate regularly in a variety of structured settings with tutors and other students.	S1-2, T2
9.2	<i>The benchmarking group for history recommended that all single history honours students:</i>	
	Follow a programme which gives them practical experience of the intellectual benefits occurring from studying the subject over an extended period of historical time.	K1-3
	Study the history of more than one society or culture.	K1-3
	Carry out intensive critical work on source materials generated by the period under study.	S2-S3
	Be expected to reflect critically on the nature of their discipline.	K3, S3
	Be introduced to some of the many varieties of history.	K1, K2, K3
	Engage in seminars and forms of group work.	S1
	Undertake a wide range of assignments.	T1-T2
	Be assessed in a significant part on their essay-writing skills.	S1-S3, T1-T2
	Be assessed on their understanding of and ability to handle contemporary source material.	S2, S3
	Be assessed on their ability to address historical problems in depth.	K2, S3, T2
9.3	<i>The benchmarking group for history recommended that all departments should give serious consideration to requiring that all single history honours students will:</i>	
	Formulate, execute and complete an independent extended piece of written work, with appropriate supervision on which they are assessed.	T1

9.4	<i>Departments will also wish to consider the desirability of providing the opportunity for all single honours students to be assessed on:</i>	
	Varying types of and extended writing.	T1
	Oral communication.	S1

*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

MAP TO QAA ART HISTORY SUBJECT BENCHMARK

	Recommendation	Learning Outcomes
<i>The benchmarking group for art history recommended that all students studying art history as part of their degree:</i>		
	Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 4.2 - 4.14 of the HAAD subject benchmark statement.	K1-4, S1-S4, T1-3
Typical On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.4	a broad and comparative knowledge and understanding of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated and systematic knowledge of one or more of the above.	K1
	a knowledge and understanding of the processes through which artefacts are constructed in the cultures studied	K3
	a familiarity with some substantive areas of current research in the field addressed by the degree programme.	K4
	an ability to engage with the concepts, values and debates that inform study and research in the subject area, including an awareness of the limited and partial nature of all historical knowledge.	K2
	an understanding of the development of the subject, and of its key intellectual tools.	K2
Threshold Level of Achievement		
6.5	On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	a knowledge of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated knowledge of one or more of the above.	K1
	a knowledge of the processes through which artefacts are constructed.	K3
	some knowledge of current research in the field addressed by the degree programme.	K4
	some ability to engage with the concepts, values and debates that inform study and research in the subject area.	K2
	some knowledge of the development of the subject.	K2

Subject-specific skills and abilities		
6.6	Typical On graduating with an honours degree in HAAD, students should be able to demonstrate:	
	the ability to use critical skills of visual observation, description and interpretation.	S1
	the ability to locate artefacts within appropriate historical, intellectual, cultural or institutional contexts.	S2
	the ability to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	the ability to evaluate a range of different methodologies and approaches within the subject.	S3
	the ability to produce well-structured and relevant arguments supported by visual, textual or other evidence as appropriate.	S4
	the ability to balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas.	S4
	Threshold On graduating with an honours degree in HAAD, students should be able to demonstrate:	
6.7	the ability to use basic skills of visual observation, description and analysis.	S1
	some ability to locate artefacts within appropriate historical, intellectual or cultural contexts.	S2
	the ability to locate evidence from primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	an awareness of a range of different methodologies and approaches within the subject.	S3
	the ability to produce relevant arguments supported by evidence.	S4
	the ability to present alternative points of view held within the subject.	S4
Generic intellectual skills		
6.8	Typical On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	developed skills of analysis, synthesis and effective summary.	S4, T2

	critical judgement: the ability to discriminate between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience resourcefully in complex and open-ended contexts.	S4,T2
	research: the capacity for critical, effective and verifiable information retrieval and organisation relevant to a given task.	S4,T2
	open-mindedness: the ability to be open and receptive to unfamiliar artefacts, issues and ideas and to deploy these constructively; the ability to deploy productive criticism of familiar artefacts and arguments.	S1, T2
Threshold On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.9	skills of analysis, synthesis and summary.	S4, T2
	critical judgement: awareness of the difference between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience to address problems.	S4,T2
	research: the ability to locate and record information relevant to a given task.	S4,T3
	open-mindedness: some ability to be receptive to unfamiliar artefacts, issues and ideas.	S1, T2
Transferable skills		
6.10	Typical On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	the ability to communicate ideas and arguments cogently and effectively in written, spoken or other form, with appropriate use of visual aids.	T1
	the ability to listen effectively and so to learn from and participate constructively in discussion.	T2
	the ability to work constructively and productively in groups.	T2
	the ability to work diligently, to fulfil briefs and deadlines, and to take responsibility for one's own work.	T3
	the ability to make effective use of IT for research and communication.	T1
	the ability to update knowledge and skills, seek and use feedback, reflect on, and improve performance.	T3

Threshold On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.11	the ability to communicate adequately in written and spoken form, using visual aids where necessary.	T1
	the ability to listen effectively and to learn from discussion.	T2
	the ability to work in groups.	T3
	the ability to work to briefs and deadlines.	T3
	the ability to make effective use of IT.	T1
	some ability to use feedback to improve performance.	T3

APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS

1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

Knowledge and understanding

The student will be able to:

- K1a (Hi) explain specified areas of history;
- K2a (Hi) appreciate the complexity of reconstructing the past;
- K3a (Hi) understand the nature of their discipline;
- K4a (AH) demonstrate knowledge of the underlying concepts and principles of several periods of art history.

Subject-specific skills

The student will be able to:

- S1a (Hi) develop historical arguments in oral and written form;
- S2a (Hi) read and reflect contextually upon contemporary and secondary texts and other non-textual primary sources;
- S3a (Hi) evaluate evidence and data;
- S4a (AH) evaluate and interpret art objects with clarity and precision, using ordinary and specialist language.

Transferable skills

The student will be able to:

- T1a (Hi) produce written work that demonstrates acceptable standards of organization, relevance, expression and referencing;
- T2a (Hi) organise and synthesise a limited amount of information;
- T3a (AH) communicate accurately evaluations and interpretations made.

2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION

Knowledge and understanding

The student will be able to:

- K1b (Hi) command a varied body of historical knowledge and understanding;
- K2b (Hi) appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence;
- K3b (Hi) understand the nature of their discipline, its social rationale, its theoretical underpinnings and its intellectual standing;
- K4b (AH) demonstrate knowledge of several methodologies from the identification of art historical knowledge and understanding.

Subject-specific skills

The student will be able to:

- S1b (Hi) develop and sustain historical arguments in oral and written form;
- S2b (Hi) read, analyse and reflect contextually upon contemporary and secondary texts and other non-textual primary sources;
- S3b (Hi) find, gather and deploy evidence and data with intellectual integrity;
- S4b (AH) critically review and apply underlying concepts and principles to set art objects within their appropriate historical, intellectual, cultural contexts.

Transferable skills

The student will be able to:

- T1b (Hi) produce written work to high standards of organisation, relevance, clarity of expression and referencing;
- T2b (Hi) organise and synthesise large amounts of information and analyse the ideas in such data in rational and evaluative ways;
- T3b (AH) synthesise, analyse and summarise information to produce rational and critical conclusions.

APPENDIX C – PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code below)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
Level 4										
NCH418	Medieval Europe 1000-1300: Faith and Power	30	O	CD	100%	Ex				
NCH417	From Roman Empire to Medieval Kingdoms, c.300-900: The Transformation of Power	30	O	CD	100%	Ex				
NCH412	Sixteenth-Century England	30	C	CD	100%	Ex				
NCH406	Britain and the Wider World	30	C	CD	30%	A	70%	Ex		
NCH421	Introduction to Art History	30	C	CD	40%	A	60%	A		
Level 5										
NCH511	The City in American Political Life: 1776 to Present Day	30	O	CD	100%	Ex				
NCH519	A Long Civil Rights Movement? Black Political Protest 1918-1968	30	O	CD	100%	Ex				
NCH535	The History of Political Thought	30	O	CD	100%	Ex				
NCH520	How to Govern Well: The History of Ideas from Aristotle to Bakunin	30	O	CD	100%	Ex				
NCH505	History, Heritage and Memory	30	C	CD	50%	A	50%	Ex		
NCH525	The Industry of Art	30	C	CD	40%	A	60%	A		
Level 6										
NCH613	Heap of Shot or Pot of Treacle?' Social History in Britain, 1870-1914	30	O	CD	100%	Ex				
NCH645	The Crusades	30	O	CD	100%	Ex				
NCH646	American Political Life	30	O	CD	100%	Ex				
NCH647	Early Modern History	30	O	CD	100%	Ex				
NCH605	Power and Politics	30	C	CD	100%	Diss				
NCH624	Modern Architecture	30	C	CD	40%	A	60%	A		

Course type: **C** = Core/Compulsory **O** = Option**Course mode:** **CD** = Campus Delivery **BK** = Block Delivery **BL** = Blended Learning **DL** = Distance Learning and Self-Directed Learning **EL** = E-Learning **EX** = Experiential **PL** = Placement **WB** = Work Based Learning**Assessment weighting:** **AE1** = Assessment Element 1 **AE2** = Assessment Element 2 **AE3** = Assessment Element 3
AE4 = Assessment Element 4

Assessment activity type	Code
Written exam	Ex
Take home exam	TEx
Written assignment	A
Report	R
Dissertation	Diss
Portfolio	F
Project output (other than dissertation)	P
Oral assessment and presentation	Oral
Practical skills assessment	Pract
Set exercise	Set