



BA (Hons) History with English Programme Specification

Programme Title & award	Bachelor of Arts (Honours) in History with English	UCAS Code	Q4379
Programme Level	Level 6 (FHEQ)	HECoS Code	100302 100319
Relevant QAA Benchmark Statement	History English	Programme Code	BNCHHENF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	November 2014
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 English, 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 ENGLISH MINOR (90 credits)

The **English** minor consists of three courses:

- | | |
|--------------|--|
| First Year: | NCH405 Criticism (30 credits) |
| Second Year: | NCH504 Literary Kinds (30 credits) |
| Third Year: | NCH612 Comparative Literature (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.

English 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.

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;
- provide knowledge of literature.

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;
- foster the ability to analyse literature in sophisticated ways.

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 students to progress to postgraduate studies in the field or a related area;

LEARNING OUTCOMES

[History (Hi); English (En)]

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 (En) use a vocabulary appropriate to describe the nature and conventions of literature of an extended range of periods and provenances.

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 (En) have an advanced ability to analyse literature using a range of methodologies.

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 (En) present complex arguments in speech and writing, with relation to verbal art.

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

Course Title	Knowledge & Understanding												Subject-specific skills												Transferable skills													
	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	K4a	K4b	K4c	S1a	S1b	S1c	S2a	S2b	S2c	S3a	S3b	S3c	S4a	S4b	S4c	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	●			●									●			●			●							●			●									
Criticism											●											●									●							
FHEQ Level 5																																						
The City in American Political Life		●					●	●						●		●											●											
Civil Rights Movement		●			●			●						●		●											●											
The History of Political Thought		●			●		●									●			●								●			●								
How to Govern Well		●			●									●		●			●								●			●								
History, Heritage & Memory		●			●		●	●						●		●			●								●			●								
Literary Kinds											●												●											●				
FHEQ Level 6																																						
Heap of Shot			●			●			●						●			●			●						●			●								
The Crusades			●			●			●						●			●			●						●			●								
American Political Life			●			●			●						●			●			●						●			●								
Early Modern History			●			●			●						●			●			●						●			●								
Power & Politics			●			●			●						●			●			●						●			●								
Comparative Literature												●												●													●	

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The History and English 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 English 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 English, 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 English. 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 English 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;
- fluent and effective communication of ideas;
- informed engagement with scholarly debates.

Courses are assessed in a variety of ways, including:

HISTORY MAJOR:

- Examinations
- Coursework
- Dissertation

ENGLISH MINOR:

- Examinations.
- Coursework Essays
- Portfolio
- Viva
- Dissertation

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](#).

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 English	Dr Lars Kjaer
Start date	September 2017
Date of approval	November 2014
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 ENGLISH SUBJECT BENCHMARK

Threshold*	Learning Outcomes
Graduates who have studied English as a significant component of their degree will be able to demonstrate their knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above.	K4, S4
Their knowledge will include awareness of the different ideas and values represented in and through literature and language and of how different critical and creative approaches to them are themselves productive of knowledge.	S4
Graduates in English will be able to demonstrate powers of textual analysis and critical argument and will display competence in written English, and in oral expression. They will show an awareness of the affective power of language, and a self-critical approach to their own writing.	S4, T5
They will be able to consider views other than their own and exercise a degree of independent critical judgement in the close reading of texts.	S4
They will be able to conduct research through self-formulated questions and tasks, supported by the gathering of relevant information and organised lines of enquiry, resulting in a sustained piece or pieces of work.	S4, T5

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 (En) use a vocabulary appropriate for describing the nature and conventions of literature of a limited range of periods and provenances.

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 (En) have a basic ability to analyse literature using a range of methodologies.

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 (En) present simple arguments in speech and writing, with relation to verbal art.

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 (En) use a vocabulary appropriate for describing the nature and conventions of literature of a moderate of range of periods and provenances.

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 (En) have an intermediate ability to analyse literature using a range of methodologies.

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 (Ec) present moderately complex arguments in speech and writing, with relation to verbal art.

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		
NCH405	Criticism	30	C	CD	40%	TEx	60%	Ex		
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		
NCH504	Literary Kinds	30	C	CD	40%	TEx	60%	Ex		
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				
NCH612	Comparative Literature	30	O	CD	15%	Oral	70%	Diss	15%	Oral

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