New College of the Humanities

# BA (Hons) History with Creative Writing Programme Specification

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|---|---|---|---|
| Award and Programme Title | BA (Hons) History with Creative Writing | UCAS Code | V1W8 |
| Programme Level | Level 6 | HECoS Code | 100302<br>100046 |
| Relevant QAA Benchmark Statements | History | Programme Code | NCHHICWBF |
| Awarding Body | NCH at Northeastern Limited | Language of Instruction | English |
| Teaching Institution | New College of the Humanities | Date Approved | June 2020 |
| Mode of Study | Full-time | Duration of Study | 3 years |

## PROGRAMME STRUCTURE

The History major is focused on the 1-1 or 2-1 one-hour tutorial. For each tutorial students will prepare a formative essay of about 2000 words or other presentation which they will then discuss with their lecturer and receive oral and written feedback on. The tutorial system enables students to find their own way through the course, exploring topics of particular interest while receiving extensive support from an experienced member of the faculty. The essays allow students to develop skills in research, analysis and communication. In support of the tutorials, students also attend lectures and seminars through which they will gain background understanding of the subjects they are studying in preparation for the tutorials.

The Creative Writing Minor helps students embrace both the [systematic] and the creative sides of their intellectual endeavours. Both subjects invite the student to observe the world around them, to consider the conditions in which different kinds of people live, and to comment intelligently on those conditions. The methods in which the observation is carried out differ, but ultimately, both subjects study different routes to happiness and satisfaction.

The first-year Creative Writing course, The Writer's Craft, covers the craft of writing creatively in three primary forms: short fiction, poetry and dramatic scripts. The second-year course, The Writer's Voice, builds upon your knowledge of the writer's craft through the study a fourth genre - creative nonfiction - and you will consider the relationships and interaction between

genres. The third-year course, Final Year Project and Publishing Horizons, marks the culmination of your Creative Writing minor, and gives you the opportunity to work on a project of substantial length in a form of your choice.

## STRUCTURE OF THE HISTORY MAJOR (270 CREDITS)

### FIRST YEAR (LEVEL 4)

**Compulsory Courses:**

NCHHI412 Sixteenth-Century England (30 credits)

NCHHI406 Britain and the Wider World (30 credits) (2020 entry only)

NCHHI468 World History (30 credits) (2021 entry onwards)

**Optional Courses:**

NCHHI418 Medieval Europe 1000-1300: Faith and Power (30 credits) **OR**

NCHHI417 From Roman Empire to Medieval Kingdoms 300-900: The Transformation of Power (30 credits)

### SECOND YEAR (LEVEL 5)

**Compulsory Courses:**

NCHHI505 History, Heritage and Memory (30 credits)

**Optional Courses:**

NCHHI511 The City in American Political Life (30 credits) **OR**

NCHHI519 The Long Civil Rights Movement (30 credits)

**AND**

NCHHI544 From the Enlightenment to the Cold War: Political Thought from Rousseau to Arendt (30 credits) **OR**

NCHHI545 From the Ancient Greeks to Modern Pluralism: Political Thought from Aristotle to Berlin (30 credits)

### THIRD YEAR (LEVEL 6)

**Compulsory Courses:**

NCHHI672 Dissertation (30 credits)

**Optional Courses:**

**Select two courses from the following four options:**

NCHHI613 'Heap of Shot or Pot of Treacle?' Social History in Britain, 1870-1914 (30 credits)

NCHHI677 The Crusades and the Expansion of Europe, c. 1000 to c. 1200 (30 credits)

NCHHI673 Cross-Cultural Encounters in the Early Modern World (30 credits)

NCHHI674 The City in American Political Life Level 6 (30 credits) **OR**

NCHHI675 The Long Civil Rights Movement Level 6 (30 credits).

## STRUCTURE OF THE CREATIVE WRITING MINOR (90 CREDITS)

First Year: NCHCW422 The Writer's Craft (30 credits)

Second Year: NCHCW525 The Writer's Voice: Influence and Innovation (30 credits)

Third Year: NCHCW627 Final Year Project and Publishing Horizons (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 31 December of that academic year.

### GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, and interview performance, before making offers of places in its programmes. A typical offer for undergraduate study is AAB at A-level, 35 points overall or 6,6,5 in Higher Level subjects (with an overall pass) in the IB Diploma, or the equivalent. Provisional admissions decisions are made by the Admissions Tutor of the Faculty of the major subject for which the student has applied. If English is not an applicant's native language, they will need to demonstrate proficiency in English in order to study at the College. For a list of equivalencies, please check here.

### SPECIFIC ENTRANCE REQUIREMENTS

History Major: None

Creative Writing 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 College's Recognition of Prior Learning and Credit Transfer Policy.

## AIMS OF THE PROGRAMME

The aims of the major (History) part of the programme are 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.
- Equip students to conduct research in history and to communicate their findings effectively to diverse audiences.

The aim of the minor (Creative Writing) part of the programme is to:

- Support students in the development of their own writing, and develop their confidence through a critical, technical and creative understanding of a wide range of genres, including the four core genres of poetry, prose fiction, script writing and creative nonfiction.
- Cultivate a systematic understanding of the creative process, including an awareness of the importance of reading, feedback, revision and editing practices to that process.

- Foster students' creative/artistic ambitions, and support them in achieving their aspirations, offering direction and advice where necessary, and developing an awareness of the path to publication and of professional standards.

The overall aim of the programme is to:

- Provide a teaching and learning environment which achieves the above aims by enabling students to demonstrate the learning outcomes below.

## LEARNING OUTCOMES

[History (HI); Creative Writing (CW)]

### 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 | (CW) | Command knowledge of the technical requirements of writing creatively in a wide range of literary forms, and a developed understanding of the creative writing process. |

### 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 | (CW) | Write creatively and confidently in a wide variety of literary forms, reflect critically upon their own creative process and practice, and identify a range of routes to dissemination of creative work. |

### 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. |

| | | |
|---|---|---|
| T4c | (CW) | Critically analyse feedback and reflect on the views of others in the enhancement of their own practice. |

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statements - see Appendix A. For the learning outcomes of exit awards, see Appendix B.

## MAP OF COURSES TO LEARNING OUTCOMES

| | KNOWLEDGE AND UNDERSTANDING | | | | | | | | | | | | SUBJECT-SPECIFIC SKILLS | | | | | | | | | | | | TRANSFERABLE AND PROFESSIONAL SKILLS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **COURSE TITLE** | **K1a** | **K1b** | **K1 c** | **K2a** | **K2b** | **K2 c** | **K3a** | **K3b** | **K3 c** | **K4a** | **K4b** | **K4 c** | **S1a** | **S1b** | **S1 c** | **S2a** | **S2b** | **S2 c** | **S3a** | **S3b** | **S3 c** | **S4a** | **S4b** | **S4 c** | **T1a** | **T1b** | **T1 c** | **T2a** | **T2b** | **T2 c** | **T3a** | **T3b** | **T3 c** | **T4a** | **T4b** | **T4 c** |
| **FHEQ Level 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCHHI412 Sixteenth Century England | X | | | X | | | X | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | |
| NCHHI468 World History | X | | | X | | | | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | |
| NCHHI406 Britain and the Wider World | X | | | X | | | | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | |
| NCHHI418 Medieval Europe 1000-1300: Faith and Power | X | | | | | | X | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | |
| NCHHI417 From Roman Empire to Medieval Kingdoms 300-900 | X | | | | | | X | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | |
| NCHCW422 The Writer's Craft | | | | | | | | | | X | | | | | | | | | | | | X | | | | | | | | | | | X | | | |
| **FHEQ Level 5** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCHHI505 History, Heritage and Memory | | X | | | X | | | X | | | | | | X | | | X | | | X | | | | | | | X | | | X | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NCHHI511 The City in American Political Life | | X | | | x | | | X | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | | |
| NCHHI519 The Long Civil Rights Movement | | X | | | X | | | X | | | | | | X | | | X | | | | | | | | | X | | | X | | | | | |
| NCHHI544 From the Enlightenment to the Cold War | | X | | | X | | | | | | | | | X | | | X | | | | | | | | | X | | | X | | | | | |
| NCHHI545 From the Ancient Greeks to Modern Pluralism | | X | | | X | | | | | | | | | X | | | X | | | | | | | | | X | | | X | | | | | |
| NCHCW525 The Writer's Voice | | | | | | | | | | | X | | | | | | | | | | | | X | | | | | | | | | | X | |
| **FHEQ Level 6** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCHHI672 Dissertation | | | X | | | X | | | | | | | | | X | | | X | | | | | | | | | X | | | X | | | | |
| NCHHI613 Heap Shot or Pot of Treacle | | | X | | | X | | | X | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | |
| NCHHI677 The Crusades and the Expansion of Europe | | | X | | | X | | | X | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | |
| NCHHI673 Cross-Cultural Encounters | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | | | X | | | X | | | | |
| NCHHI674 The City in American | | | X | | | X | | | | | | | | | X | | | X | | | X | | | | | | X | | | X | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Political Life Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NCHHI675 The Long Civil Rights Movement Level 6 | | | X | | | X | | | X | | | | | | X | | | X | | | | | | | | | X | | | X | | | | |
| NCHCW627 Final Year Project | | | | | | | | | | | | X | | | | | | | | | | | | X | | | | | | | | | | X |

## TEACHING AND LEARNING

The faculty make use of various teaching and learning strategies to provoke interest, knowledge and skills in the courses being delivered.

The delivery methods are:

- Tutorials (based on essays submitted by the student, with written and/or oral feedback on their progress)
- Seminars for small group discussion
- Lectures
- Consolidation and revision sessions
- Examinations and examiners' reports
- Independent study and research
- Creative Writing workshops

The style of teaching at the College exposes students to lectures that capture their interest and excite their curiosity. These lectures are designed to allow interactivity and a short time of discussion and questioning (throughout or at the end of each lecture, as appropriate).

Tutorials and seminar sessions enable unparalleled focus on the individual student, prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback, written and/or verbal, on their formative assessments, and ideas and arguments are approached from new angles and in new contexts to enable the consolidation and review of material.

The programme is designed to progress steadily over three years and develop students' conceptual sophistication through cumulative experience and knowledge. The third-year dissertation course allows students to develop their thinking in collaboration with a supervisor.

## RESOURCES

The student experience and study is supported by the College's Virtual Learning Environment (VLE), where students can preview and download course descriptors, lecture handouts, reading lists, supplementary materials as well as interact with the course teachers and peers. Coursework and summative tasks are also submitted via this platform. Students have access to Northeastern University Library digital resources and online academic resources, such as JSTOR and the OED. Students at the College can apply for membership of Senate House Library, the British Library and the City of London libraries. Sample and/or past examination papers, as well as examiners' reports, are available to help students understand what is expected of them.

## RESEARCH

Faculty aim to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Faculty appreciate the breadth of knowledge that students must achieve, where the syllabus allows for it, teaching is allocated in line with research interests and expertise and faculty facilitate a wide range of academic and social events in which students and faculty are brought together.

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

a) At the beginning of the programme, students are inducted on the use of the Northeastern University online library and other electronic resources relevant to the programme.

b) Once students have had some experience of writing essays, and have acquired the appetite to improve their research skills), first-year students receive Collegewide 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 the VLE.[1]

Research skills can be addressed through the one-to-one tutorials and Faculty Office Hours, through discussions of how to approach essays throughout their courses during each year of the degree. In addition, research skills particular to the writing of dissertations are taught in the lectures and tutorials for Comparative Literature.

## ASSESSMENT

Assessment in History aims to examine:

- The ability to evaluate evidence and reflect critically, empathically and contextually on it.
- Knowledge and understanding of the complexity and diversity of situations, events and mentalities in the past.
- The ability to marshal, develop and sustain a rigorous, robust, well-structured and concise historical argument, on the basis of this evidence.
- The ability to express oneself fluently, clearly and coherently in prose.
- An awareness of the different methodological approaches to history.
- Knowledge and understanding of central historical questions, texts, and debates.
- The ability to reason rigorously, critically, creatively and autonomously.
- The ability to express oneself clearly and precisely.

Assessment in Creative Writing aims to examine:

- The ability to write creatively in the four core genres of poetry, prose fiction, drama and creative nonfiction, and explore the relationships and interactions between these genres.
- Understanding of the creative process and the development of one's own writing practice.

Courses are assessed in a variety of ways, including:

### FORMATIVE:

- Tutorial essays
- Oral presentations
- Tutorial drafts

### SUMMATIVE:

- Written examinations
- Written assignment
- Dissertation

- Presentations
- Portfolios

Appendix C contains the programme structure and assessment summary.

## ASSESSMENT REGULATIONS

The College's Assessment Regulations for Taught Awards can be found here.

## STUDENT SUPPORT

### DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

Students are strongly encouraged to inform the College of any medical conditions, disabilities, specific learning difficulties (SpLD) or neurological differences as soon as is practical. Students will be asked to submit supporting documentation from a doctor, clinical or educational psychologist detailing the nature of their disability and the impact it is likely to have on their studies in order to help us put in place appropriate support and accommodations. More information can be found in the Student Disability Policy here. This data is managed and securely stored by Student Support and Development (SSD). 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.

SSD meet with students as soon as possible, and preferably before the start of the academic year, to discuss their needs and draft a Learning Support Plan (LSP) which outlines the support to be provided both within the College (if appropriate) and externally. If requested by the student, the SDD will then arrange to inform relevant faculty of the student's needs and any reasonable adjustments required.

If a student is undiagnosed but believes they may have a SpLDS (e.g. Dyslexia) the SDD will help them to access diagnostic services. If the assessment confirms a SpLDS, the SDD will work the student in preparing a LSP and will provide advice about accessing additional funding and support through the Disabled Students Allowance, where a student may be eligible.

For more information, please click here.

## EMPLOYABILITY SKILLS

- The skills to critically analyse data.
- The skills to manage and synthesise diverse kinds of information in answer to a given question.
- The skills to communicate clearly within set limits.
- Operate with a substantial degree of independence to design and deliver a sophisticated and novel investigation.

## CAREERS EDUCATION, INFORMATION AND GUIDANCE

College Careers Advisers help students to identify their career goals and create individual career plans. Students are actively encouraged to seek internships, with guidance given throughout the application process.

The College runs LAUNCH, which represents part of the NCH Diploma and has been designed in collaboration with a large number of experts from different types of industries. 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 assignments, and weekly seminars covering working in teams, marketing, writing and presenting, working in teams, and other transferable skills applicable to any professional activity.

For more information, please click here.

## QUALITY EVALUATION AND ENHANCEMENT

### AWARD STANDARDS

Every programme of study is developed by the Faculties, utilising their subject specialists and approved by the College's Academic Board.

### REVIEW AND EVALUATION MECHANISMS

The College has robust procedures, as described in AQF4 Programme and Course Approval and Modifications and AQF5 Annual Monitoring and Reporting, in place to assure the quality of the programme development, delivery, and management, alongside systematic monitoring, ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

The College utilises constructive feedback from a variety of sources, internal and external, to inform its decision-making process to enhance the programme and the student experience. These feedback sources are:

- Annual Course Reviews, written by the Course Leader, are prepared to enable the Course Leader to reflect on the course, using a variety of data and student/faculty feedback to enhance the course and support the Head of Faculty in writing the Annual Faculty Review.
- Annual Faculty Reviews, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.
- Annual External Examiner Reports are prepared by independent External Examiners, as appointed by the College, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course questionnaires, Student-Staff Liaison Committee and annual student satisfaction surveys, including external independent survey, such the National Student Survey.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutors, Head of Faculty or professional staff. Students may also raise matters with their Personal Tutor.

## ABOUT THIS DOCUMENT

| **Title: BA (Hons) History with Creative Writing Programme Specification**<br>**Approved by: Academic Board**<br>**Location: Academic Handbook/programme specifications and handbooks/undergraduate programme specifications/History BA (Hons) Specifications** | | | | | |
|---|---|---|---|---|---|
| Version number | Date approved | Date published | Head of Faculty | Proposed next review date | Modification (As per AQF4) & category number |
| 2.2 | March 2022 | March 2022 | Lars Kjaer | April 2025 | Category 1: Corrections/clarifications to documents which do not change approved content. |
| 2.1 | January 2022 | January 2022 | Lars Kjaer | April 2025 | Category 1: Corrections/clarifications to documents which do not change approved content. |
| 2.0 | January 2021 | January 2021 | Lars Kjaer | April 2025 | Category 2: Programme structure changes. |
| 1.0 | June 2020 | June 2020 | Lars Kjaer | April 2025 | |
| | | | | | |
| Referenced documents | Recognition of Prior Learning and Credit Transfer Policy; Assessment Regulations for Taught Awards; Student Disclosure Form; AQF4 Programme and Course Approval and Modifications; and AQF5 Annual Monitoring and Reporting. | | | | |
| External Reference Point(s) | Subject Benchmark Art History. | | | | |

## DISCLAIMER

The College has checked the information provided in this Programme Specification and will aim to deliver this programme in keeping with this Programme Specification. However, changes to the programme may sometimes be required arising from annual monitoring, student feedback, and the review and update of courses and programmes. Where this activity leads to significant changes to courses and programmes there will be prior consultation with students and others, wherever possible, and the College will take all reasonable steps to minimise disruption to students. It is also possible that the College may not be able to offer a course or programme for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the College will aim to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable programme.

## COPYRIGHT

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## APPENDIX A – MAP TO QAA SUBJECT BENCHMARK HISTORY

| | **Recommendation*** | **Learning Outcomes** |
|---|---|---|
| *9.1* | *The benchmarking group for history recommended that all students studying history as part of their degree:* | |
| | 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* | *The benchmarking group for history recommended that all single history honours students:* | |
| | 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* | *The benchmarking group for history recommended that all departments should give serious consideration to requiring that all single history honours students will:* | |
| | Formulate, execute and complete an independent extended piece of written work, with appropriate supervision on which they are assessed. | T1 |
| *9.4* | *Departments will also wish to consider the desirability of providing the opportunity for all single honours students to be assessed on:* | |
| | Varying types of and extended writing. | T1 |
| | Oral communication. | S1 |

## APPENDIX B –EXIT AWARDS

### CERTIFICATE IN HIGHER EDUCATION:

In order for a student to be awarded a Certificate in Higher Education (Cert HE), they are required to have achieved **120 Level 4 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

### LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

#### Knowledge and Understanding

A 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 (CW) Have knowledge of several forms of creative writing and an understanding of the creative process.

#### Subject-specific Skills

A 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 (CW) Produce creative written work in poetry, prose and drama.

#### Transferable Skills

A 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.

T4a (CW) Appreciate the benefit of receiving feedback.

### DIPLOMA IN HIGHER EDUCATION:

In order for a student to be awarded a Diploma in Higher Education (Dip HE), they are required to have achieved **120 Level 4 Credits and 120 Level 5 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

### LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:

#### Knowledge and Understanding

A 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 (CW) Command knowledge of the technical requirements of writing in a wide variety of literary forms and genres, and an understanding of the creative process.

### Subject-specific Skills

A 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 (CW) Present written work in a wide variety of literary forms, and reflect critically upon their own creative process to enhance their writing practice.

### Transferable Skills

A 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.

T4b (CW) Anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity.

## APPENDIX C - PROGRAMME STRUCTURE AND SUMMATIVE ASSESSMENT SUMMARY

| Code | Course Title | Credit | Type | Mode | Assessment Weighting % & Activity Type (code overleaf) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | AE1 | Activity type | AE2 | Activity type | AE3 | Activity type |
| **FHEQ Level 4** | | | | | | | | | | |
| NCHHI412 | Sixteenth-Century England | 30 | C | CD | 100% | Exam | | | | |
| NCHHI406 | Britain and the Wider World (2020 entry only) | 30 | C | CD | 25% | A | 25% | A | 50% | A |
| NCHHI468 | World History (2021 entry onwards) | 30 | C | CD | 50% | A | 50% | A | | |
| NCHHI418 | Medieval Europe: Faith and Power | 30 | O | CD | 100% | Exam | | | | |
| NCHHI417 | From Roman Empire to Medieval Kingdoms | 30 | O | CD | 100% | Exam | | | | |
| NCHCW422 | The Writer's Craft | 30 | C | CD | 50% | F | 50% | F | | |
| **FHEQ Level 5** | | | | | | | | | | |
| NCHHI505 | History, Heritage and Memory | 30 | C | CD | 50% | A | 50% | A | | |
| NCHHI511 | The City in American Political Life | 30 | O | CD | 100% | Exam | | | | |
| NCHHI519 | The Long Civil Rights Movement | 30 | O | CD | 100% | Exam | | | | |
| NCHHI544 | From the Enlightenment to the Cold War: Political Thought from Rousseau to Arendt | 30 | O | CD | 100% | Exam | | | | |
| NCHHI545 | From the Ancient Greeks to Modern Pluralism: Political Thought from Aristotle to Berlin | 30 | O | CD | 100% | Exam | | | | |

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| NCHCW525 | The Writer's Voice | 30 | C | CD | 50% | F | 50% | F | | |
| **FHEQ Level 6** | | | | | | | | | | |
| NCHHI672 | Dissertation | 30 | C | CD | 100% | Diss | | | | |
| NCHHI613 | Heap of Shot or Pot of Treacle?' Social History in Britain, 1870-1914 | 30 | O | CD | 100% | Exam | | | | |
| NCHHI677 | The Crusades and the Expansion of Europe, c. 1000-c. 1200 | 30 | O | CD | 100% | Exam | | | | |
| NCHHI673 | Cross-Cultural Encounters in the Early Modern World | 30 | O | CD | 100% | Exam | | | | |
| NCHHI674 | The City in American Political Life Level 6 | 30 | O | CD | 100% | Exam | | | | |
| NCHHI675 | The Long Civil Rights Movement Level 6 | 30 | O | CD | 100% | Exam | | | | |
| NCHCW627 | Final Year Project and Publishing Horizons | 30 | C | CD | 100% | F | | | | |

**COURSE TYPE**: C = 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 | Exam |
| 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 |