BISHOP GROSSETESTE UNIVERSITY

Programme Area: Arts, Humanities & Social Sciences
Programme Area

BA (Hons) Archaeology & History
With Foundation Year

Programme Specification

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	28 March 2022 *Revised 10 June 2024* *Amended 1 September 2025*
2	**Next Scheduled Review Date: [Month/Year]**	March 2028 **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	Foundation Year: 01 September 2022 BA (Hons) Archaeology and History: 01 September 2023
4	**Version Number**	1.2

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

Part 1

PROGRAMME

ADMINISTRATIVE AND REGULATORY

INFORMATION

SECTION A (YEARS 1-4) BA (HONS) ARCHAEOLOGY AND HISTORY: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Archaeology and History with Foundation Year	
1a	**Programme Code**
BAARH02F22.	
2	Brief Summary (for Marketing Purposes)

Foundation Year

The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers. Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.

This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

BA (Hons) Archaeology and History:

This undergraduate programme offers students a course of joint study across two complimentary subject areas: Archaeology and History. The course takes students on a journey into the past by engaging with both the physical evidence for past societies and cultures, and through historical research. Students learn about the past through the study of sites, artefacts and collections, documents and archives, and through visits to relevant heritage sites and museums. Students explore a range of fascinating topics spanning a number of historical eras, in a wide variety of local, national and global contexts. Modules cover subjects as diverse as: Prehistoric and Roman Britain; early medieval Europe; sexuality, race, class and gender identity; the British Empire; the Atlantic World in the long 18th century; and the history of archives and museums. At BGU, students engage in real archaeological and historical research, working side-by-side with academics, especially so in the case of their participation in the annual Archaeology Field School.

The learning journey moves from introductory subjects with an emphasis on taught skills in the first year through to an independent, research-based dissertation in final year. Students at BGU gain a range of subject-specific archaeological skills including recording and analysis of sites, objects and data, fieldwork skills, and team working. The degree also enhances employability by focusing on highly desirable and transferable critical thinking and analytical skills, professional writing practices and the art of constructing persuasive arguments.

3	Awarding institution	Bishop Grosseteste University (BGU)		
3a	Programme Length	**Full-Time** 4 years		**Part-Time** n/a
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Arts & Humanities		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** 100299/100302 CAH-20-01	**ITT** N/A	**UCAS code** V75F

6	**Framework for HE Qualifications position of final award(s)**	Foundation Year: Non-award bearing (Level 4)
		BA (Hons) Archaeology and History:
		Certificate (Level 4)
		Diploma (Level 5)
		Honours (Level 6)
7	**Alignment with University Credit Framework**	Foundation Year: Non-award bearing
		BA (Hons) Archaeology and History: Undergraduate
8	**Compliance with University Assessment Regulations**	*Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.*
9	**Progression routes with Foundation Degree (FdA) or Top-up**	n/a

Awards

10	**Final Award title(s)**	BA (Hons) Archaeology and History with Foundation Year
		[Non-award bearing, Level 4]
		Students who are judged to have passed the criteria required to progress will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year
10a	**Exit or Fall back Award title(s)**	CertHE in Archaeology and History (120 credits)
		DipHE in Archaeology and History (240 credits)
		Ordinary Degree in Archaeology and History (300 credits)
10b	**Pathway**	n/a
11	**(i) Combined Honours Awards available eg:**	n/a

• BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		n/a	n/a
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		n/a	n/a

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	n/a
15	Date and outcome of last PSRB approval/accreditation	n/a
16	Expiry Date of PSRB approval	n/a

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

The programme has been written to correspond closely with the:

- *UK Quality Code for Higher Education* (QAA 2018)
- *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)
- specific reference to benchmark statements for *Education Studies* (2015)
- specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications

18	Programme Aim

The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.

The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:

- Provide learners with knowledge and understanding of basic academic communication and problem-solving skills
- Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts
- Support learners to become self-directed learners in preparation for undergraduate study
- Enable learners to develop a range of transferable skills as a foundation for employment.

The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate,

non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.

A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

Students successfully completing the Foundation Year will be able to:

K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively

TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

20	PGCE or Exit Award Learning Outcomes

There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) ARCHAEOLOGY AND HISTORY: OUTCOMES

17	QAA Benchmark Statement(s)

QAA. (2014) *Subject Benchmark Statement: Archaeology*

(http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-archaeology-14.pdf

QAA. (2019) Subject Benchmark Statement: History

https://www.qaa.ac.uk//en/quality-code/subject-benchmark-statements

The below draft for consultation was also consulted and used to inform elements of this programme specification: QAA. (2021) Subject Benchmark Statement: History (draft for consultation)

https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/consultation-on-revised-subject-benchmark-statements

18	Programme Aim

ARCHAEOLOGY

The principal aims of the Archaeology component of the BA (Hons) Archaeology and History programme are to provide students with:

- A coherent and detailed knowledge and systematic understanding of the subject of archaeology across a range of chronological periods and geographical situations;
- The subject specific and professional skills required to successfully engage in critical learning and research across a range of archaeological contexts;
- The ability to manage their own learning, undertake independent and effective archaeological research, and to critically evaluate primary and secondary sources;

- Effective oral, written and presentation skills and the ability to use a range of appropriate information and communications technology;
- A range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

The subject and its possible awards meet the benchmark statement for Archaeology (QAA 2007 & 2014). The 'Subject Benchmark Statement: Archaeology' (Quality Assurance Agency, 2014) sets out the 'four contexts [that] are the foundation stones upon which all archaeology degrees, whether single or combined, are built'; these include 'historical and social', 'ethical and professional', 'theoretical' and 'scientific' (section 2.19). While the current programme aims to address all of these 'contexts' the statement further recognises that 'particular degree programmes are located at different points within a triangle drawn between complementary archaeologies of humanities, sciences and professional practice' (section 2.20). The current programme is positioned nearer the humanities and professional practice apices rather than that of the sciences.

Nonetheless, the programme will meet the majority of key areas of knowledge and understanding and subject specific skills set out by the Benchmark Statement. For example, students at Level 4 will be expected to develop a 'knowledge and understanding of the origins and development of archaeology … its theoretical basis … the diverse sources of evidence used by archaeologists … [and have a] familiarity with the basic concepts and terminology that underpin the subject' (section 3.1.1, 3.1.2, 3.1.4, 3.1.5). Modules at levels 5 and 6 will further develop students' 'critical awareness of methodologies for quantifying, analysing and interpreting primary data … understanding of concepts and [to some extent] application of scientific methods' (section 3.1.7, 3.1.8). The programme has also been designed to provide students with a 'broad and comparative knowledge of the archaeology of a number of geographical regions and chronological periods' (section 3.1.9).

Archaeological skills have been embedded throughout the programme. Students will 'practice core fieldwork techniques of identification, surveying, recording, excavation and sampling [and a range of] core post-excavation techniques such as stratigraphic analysis of field records, phasing and data archiving' (section 4.2.2, 4.2.3). Certain modules will also allow students to 'practice core techniques of recording, measurement, analysis and interpretation of archaeological remains' (section 4.2.4), 'discover and recognise the archaeological significance of material remains and

landscapes' (section 4.2.5), and 'interpret spatial data, integrating theoretical models, traces surviving in present-day landscapes and excavation data' (section 4.2.6).

HISTORY

The principal aims of the History component of the BA (Hons) Archaeology and History programme are to provide students with:

• a coherent and detailed knowledge and systematic understanding of the subject of history across a range of chronological periods and geographical situations, primarily within the context of social, cultural, and political history.

• the subject specific and professional skills required to successfully engage in critical learning and research across a range of historical contexts using ideas and techniques, some of which are at the forefront of the discipline;

• the ability to manage their own learning, undertake independent and effective historical research, and to critically evaluate primary and secondary sources;

• a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of ambiguities and the limits of knowledge, within the discipline of history;

• effective oral, written and presentation skills and the ability to use a range of appropriate information and communications technology; and

• a range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Throughout the course of the programme, students will encounter a wide range of historical evidence and contexts, ranging from the early medieval period through to the contemporary world. The topics addressed by the programme have been designed to both widen students' knowledge of the past and its complexity, and to facilitate and encourage the development of personalized areas of historical interest. As students undertake the modules and learning activities within the single honors History programme, they will develop a range of critical and analytical skills. Knowledge, understanding and subject specific skills will be developed progressively across the three years (levels) of the programme, and culminate in a significant capacity for independent

research-driven study during the final year of the programme. Successful students will, through this programme, gain a variety of skills that will prepare them for employment or for further study and will also emerge with a clearer understanding the of world as it was, as it is, and as it can be in the future.

Full reference has been made during the design of the programme to the Benchmark Statement for History (Quality Assurance Agency [QAA]. 2019). As a result, the programme includes the study of a range of historical periods from the medieval to contemporary encouraging students to develop 'an awareness of continuity and change over an extended time span' (section 4.2). In a similar approach, issues of geographical range have also been addressed through the progressive development across the levels of the programme. Modules at all levels seek to address significant aspects of the histories of England and the British Isles whilst also placing these histories in multi-perspectival European and international contexts. By containing a genuinely international dimension the programme ensures that students will 'study the history of more than one society, culture or state' and the programme supports students as they identify not just the 'implications of Britain's imperial past and of its increasing ethnic, social and cultural diversity in the recent past and the present' but also 'History's ability to promote understanding between cultures and national traditions…' (Section 4.3).

The QAA benchmark document states the 'opportunity for close work on source material originating in the period studied is essential' (section 4.4). The programme directly addresses this in a number of modules that focus on the applied aspects of primary historical research. It is a feature of history at BGU that such source-based work uses not only documentary evidence but also 'artefacts' and 'visual evidence' across a number of modules (section 4.4). Critical approaches to source work are supported through independent research and study by students in a number of modules including in a 'special subject' module and through 'independent work' that 'approximates to historical research' on the Level 6 Dissertation module (section 4.4) which allows students to engage in 'an extended piece of written work' (section 4.7). Additionally, it should be noted that the programme, and more widely teaching by BGU historians, includes an expectation that students will develop the ability to 'reflect critically on the nature of their subject, its social rationale, its theoretical underpinnings, its ethical dimensions and its intellectual standing' (section 4.5). Such issues are addressed as appropriate at every level of the programme. Finally, the

programme is wide-ranging in its thematic scope covering political, social, and cultural histories. In addition, engagement with aspects of public or applied history is encouraged on this programme and in particular facilitated through a 'work-placement' focused module (section 6.7).

The typical graduate of this programme will have acquired a 'considerable range and depth of historical knowledge in particular areas of the past and is able to show a sound competence in nearly all of the historical and transferable skills' outlined in sections 8.1 of the QAA document. A graduate of this programme with 'an excellent performance can be expected to have mastered a very extensive range and depth of historical knowledge in particular areas of the past and to have demonstrated a very superior command of nearly all the historical and transferable skills' outlined in section 8.1 of the QAA document. Conversely a student of the programme graduating at the threshold level will have attained a 'basic understanding of historical evidence of different types; the ability to produce structured, if underdeveloped and incomplete, arguments or to write a thorough narrative with insufficient analysis; and the ability to express in a generally grammatical and intelligible manner, which may lack clarity and fluency' (section 8.4).

19	Programme Specific Outcomes

On successful completion of BA (Hons) Archaeology and History, students will be able to:

Knowledge and understanding (KU)

K&U1. Demonstrate the acquisition of detailed knowledge and systematic understanding of key aspects of the subject of archaeology as an area of academic and applied study;

K&U2. Demonstrate a balanced and in-depth understanding of the relationship between theory and method in the discipline of archaeology by deploying established techniques of analysis and enquiry;

K&U3. Demonstrate a perceptive and critical understanding of the contested nature of definitions, theories and concepts, and an appreciation of the limits of knowledge, within the discipline of archaeology;

Subject-specific and professional skills (SPS)

SP1. Demonstrate advanced thinking and method through effective learning and research on a range of archaeological contexts using appropriate ideas and techniques, some of which are at the forefront of the discipline;

SP2. Demonstrate a range of practical experience, knowledge and competence in recovery, recording, description and analysis of archaeological data, including critical approaches to understanding incomplete data sets;

SP3. Act with autonomy and independence in archaeological research, and critically evaluate archaeological evidence, thought and practice;

SP4. Demonstrate detailed awareness of personal responsibility and apply appropriate ethical considerations in archaeological projects.

Intellectual skills (IS)

IS1. Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based personal position;

IS2. Abstract, synthesise and analyse secondary and primary sources;

IS3. Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;

Transferable skills (TS)

TS1. Develop a range of employability and business-related skills appropriate to the subject area.

TS2. Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

TS3. Be able to use a wide range of information and communications technology and other learning and communications resources;

TS4. Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

On successful completion of BA (Hons) Archaeology and History, students will be able to:

Final Award Learning Outcomes

Knowledge and understanding (KU)

KU1   Demonstrate the acquisition of coherent and detailed knowledge, and a systematic understanding, of key aspects of the subject of history;

KU2   Demonstrate a conceptual understanding of the relationship between theory and practice, and describe and comment upon particular aspects of current research, or equivalent advanced scholarship, within the discipline of history;

KU3   Demonstrate a critical and confident understanding of the contested nature of historiographical debate, and an appreciation of the uncertainty, ambiguity and the limits of knowledge within the discipline of history.

Subject-specific and professional skills (SPS)

SPS1   Devise and sustain arguments, and/or solve problems, across a range of historical contexts using ideas and techniques some of which are at the forefront of the discipline;

SPS2   Deploy accurately established techniques of analysis and enquiry while undertaking historical research and critically evaluating primary and secondary sources;

SPS3   Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out historical projects.

Intellectual skills (IS)

IS1   Manage their own learning by making use of a range of scholarly reviews, primary and secondary sources, data and other relevant materials;

IS2   Demonstrate the ability to undertake effective decision-making in complex and unpredictable contexts;

IS3   Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution, or solutions, to a problem or issue.

Transferable skills (TS)

TS1	Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;
TS2	Communicate through a range of effective oral, written and presentation skills information, ideas, problems and solutions to both specialist and non-specialist audiences;
TS3	Confidently use a range of information and communications technology and other learning and communications resources;
TS4	Exercise initiative, and personal and ethical responsibility.

20	**Exit Award Learning Outcomes**

Learning outcomes for Cert.HE (Level 4):

On successful completion of a Level 4 Certificate of Higher Education, students will be able to:

ARCHAEOLOGY

Knowledge and understanding (KU)

K&U1. Demonstrate knowledge of the underlying concepts and principles withing the subject of archaeology;

K&U2. Demonstrate an understanding of the principles of theory and method in the discipline of archaeology;

K&U3. Demonstrate a basic understanding of the contested nature of definitions, theories and concepts, and the limits of knowledge, within the discipline of archaeology;

Subject-specific and professional skills (SPS)

SP1. Demonstrate knowledge of a range of archaeological ideas and techniques;

SP2. Demonstrate basic practical experience of techniques for the recovery, recording, description and analysis of archaeological data;

SP3. Not applicable;

SP4. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Intellectual skills (IS)

IS1. Develop lines of argument across a range of archaeological contexts, in accordance with basic theories and concepts appropriate to the discipline;

IS2. Presents evaluate and interpret qualitative and quantitative data including primary and secondary archaeological sources;

IS3. Evaluate the appropriateness of different approaches to solving problems related to the study of archaeology;

Transferable skills (TS)

TS1. Demonstrate employability-related skills appropriate to the subject including basic research and analysis, evaluation of evidence, and the formulation of structured and coherent arguments;

TS2. Communicate the results of their study accurately and reliably;

TS3. Use information and communications technology and other learning and communication resources;

TS4. Manage their own learning by applying concepts and principles within the context they are studied.

HISTORY

Knowledge and understanding (KU)

KU1 Demonstrate knowledge and understanding of the underlying concepts and principles within the disciplinary area of history;

KU2 Demonstrate an understanding of the principles of theory and practice, and evaluate and interpret these within the disciplinary context of history;

KU3   Demonstrate a basic understanding of the contested nature of historiographical debate, and the limits of knowledge, within the discipline of history.

Subject-specific and professional skills (SPS)

SPS1   Develop lines of argument, and make sound judgements, across a range of historical contexts, in accordance with basic theories and concepts appropriate to the discipline;

SPS2   Present, evaluate and interpret qualitative and quantitative data including primary and secondary historical sources;

SPS3   Evaluate the appropriateness of different approaches to solving problems related to the study of history.

Intellectual skills (IS)

IS1   Manage their own learning by applying concepts and principles within the context they are studied;

IS3   Use established techniques to undertake analysis of information, and to propose solutions to problems arising from that analysis.

Transferable skills (TS)

TS1   Demonstrate employability-related skills appropriate to the subject area including basic research and analysis, evaluation of evidence, and the formulation of structured and coherent arguments;

TS2   Communicate the results of their study accurately and reliably;

TS3   Use information and communications technology and other learning and communications resources;

TS4   Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Learning outcomes for Dip.HE (Level 5):

On successful completion of a Level 5 Diploma of Higher Education, students will be able to:

ARCHAEOLOGY

Knowledge and understanding (KU)

K&U1. Demonstrate knowledge, and critical understanding, of key aspects of the subject of archaeology;

K&U2. Demonstrate understanding of the relationship between theory and practice and how this influences analyses and interpretations within the discipline of archaeology;

K&U3. Demonstrate an understanding of the contested nature of archaeological definitions, theories and concepts;

Subject-specific and professional skills (SPS)

SP1. Demonstrate an ability to undertake research on a range of archaeological contexts using appropriate ideas and techniques;

SP2. Demonstrate an ability to apply appropriate techniques to record archaeological data;

SP3. Not applicable;

SP4. Demonstrate the qualities and transferable skills necessary to exercise decision making, and personal and ethical responsibility.

Intellectual skills (IS)

IS1. Develop lines of argument, and make sound judgements, across a range of archaeological contexts, in accordance with theories and concepts appropriate to the discipline;

IS2. Deploy accurately established techniques of analysis and enquiry while undertaking archaeological research and critically evaluating primary and secondary sources;

IS3. Apply the methods and techniques learnt to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out archaeological projects;

Transferable skills (TS)

TS1. Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area;

TS2. Use effective oral, written and presentation skills to communicate information, arguments and analysis to both specialist and non-specialist audiences;

TS3. Use information and communications technology and other learning and communication resources;

TS4. Manage their own learning by applying concepts and principles outside the context they were first studied.

HISTORY

Knowledge and understanding (KU)

KU1 Demonstrate knowledge, and critical understanding, of key aspects of the subject of history;

KU2 Demonstrate understanding of the relationship between theory and practice and how this influences analyses and interpretations within the discipline of history;

KU3 Demonstrate a critical understanding of the contested nature of historiographical debate, and an understanding of the limits of knowledge, within the discipline of history.

Subject-specific and professional skills (SPS)

SPS1 Devise and sustain arguments, and/or solve problems, across a range of historical contexts, using ideas and techniques appropriate to the discipline;

SPS2 Deploy established methods of enquiry while undertaking historical research and evaluating primary and secondary sources;

SPS3 Apply the methods and techniques learned, and evaluate critically their use, to initiate and carry out historical projects.

Intellectual skills (IS)

IS1 Manage their own learning by applying concepts and principles outside the context they were first studied;

IS3 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

Transferable skills (TS)

TS1 Demonstrate the acquisition of a range of employability-related skills appropriate to the subject area including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems;

TS2 Use effective oral, written and presentation skills to communicate information, arguments and analysis to both specialist and non-specialist audiences;

TS3 Use information and communications technology and other learning and communications resources;

TS4 Demonstrate the qualities and transferable skills necessary to exercise decision making, and personal and ethical responsibility.

In order to qualify for an Ordinary Degree (Level 6):

• The student must meet the requirements as laid down in Regulations for Undergraduate Awards (which is available from the University Website).

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A

| FDY00720 | CORE | Reflective Learning | 2 (Spring) | N/A |
| FDY00820 | CORE | Academic Writing | 2 (Spring) | N/A |

SECTION C2 (YEARS 2-4) BA (HONS) ARCHEOLOGY AND HISTORY: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

Level 4	Semester 1	ARC40122: Introduction to Archaeology 15c	ARC40222: Prehistoric Britain 15c	HIS41322: The Historian's Craft: Doing History at University 15c	HIS40422: British Libraries, Museums and Archives: A History of Collection, 1600-2000 15c
	Semester 2	ARC40322: Archaeological Skills 15c	ARC40422: Roman Britain 15c	HIS40622: Histories of Identity: Sexuality, Race, Class and Gender 15c	HIS40822: The Early Modern British Isles: From Reformation to Revolution 15c

Level 5 – 120 credits

Level 5	Semester 1	ARC50122: Living and Dying in Medieval Europe 15c	ARC50222: Post-Medieval Archaeology 15c	HIS50622: People and Places: Researching Local and Regional History 15c	HIS51122: The City in Global History: The Rise of Urban Societies in the Modern Age 15c
	Semester 2	ARC50322: Field Archaeology 15c	ARC50522: Archaeological Field School 15c	HIS508: Creative Destruction: The Atlantic World in the 17th and 18th centuries 15c	HIS50522: The Dark Arts: A History of Magic, Witchcraft and Folklore 15c
					HIS51222: The Long Weekend: Britain between the wars, 1918-1939 15cr
			ARC506_1.0: Community Engagement 15cr		HIS51622: Fighting Back: The history of (counter)insurgency 15cr

Level 6 – 120 credits

Final year project in Archaeology

Level 6	Semester 1	ARC60222: Material Culture	ARC60322: Archaeology	HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15c	HIS60322: Special Subject 15cr
				HIS60922: Kill Your Masters: The French and Haitian Revolutions 15c	
	Semester 2	ARC60522: Landscape History 15c	Dissertation 45c		HIS613_1.1: The Global Cold War, 1945-1991 15c

Final year project in History

Level 6	Semester 1	HIS60322: Special Subject 15cr	HIS60822: History	ARC60222: Material Culture 15c	HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century 15c
					HIS60922: Kill Your Masters: The French and Haitian Revolutions 15c
	Semester 2	HIS613_1.1: The Global Cold War, 1945-1991 15c	Dissertation 45c		ARC60522: Landscape History 15c

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ARC40122	Mandatory	Introduction to Archaeology: Concepts and Methods	1	15
ARC40222	Mandatory	Prehistoric Britain	1	15
ARC40322	Mandatory	Archaeological Skills	2	15
ARC40422	Mandatory	Roman Britain	2	15
HIS41322	Mandatory	The Historian's Craft: Doing History at University	1	15
HIS40422	Mandatory	British Libraries, Museums and Archives: A History of Collection, 1600-2000	1	15
HIS40622	Mandatory	Histories of Identity: Sexuality, Race, Class and Gender	2	15
HIS40822	Mandatory	The Early Modern British Isles: From Reformation to Revolution	2	15

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ARC50122	Mandatory	Living and Dying in Medieval Europe	1	15
ARC50222	Mandatory	Post-Medieval Archaeology	1	15
ARC50322	Mandatory	Field Archaeology	2	15
HIS50622	Mandatory	People and Places: Researching Local and Regional History	1	15
HIS50822	Mandatory	Creative Destruction: The Atlantic World in the 17th and 18th centuries	2	15
HIS51122	Mandatory	The City in Global History: The Rise of Urban Societies in the Modern Age	1	15

Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ARC506_1.0	Optional	Community Engagement	2	15
ARC50522	Optional	Archaeological Field School	2	15
HIS50522	Subject Enhancement Module	The Dark Arts: A History of Magic, Witchcraft and Folklore	2	15
HIS51222	Subject Enhancement Module	The Long Weekend: Britain between the wars, 1918-1939	2	15
HIS51622	Subject Enhancement Module	Fighting Back: The history of (counter)insurgency	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ARC60222	Mandatory	Material Culture in Archaeology: Theory and Practice	1	15
HIS60322	Mandatory	Special Subject	1	15
HIS613_1.1	Mandatory	The Global Cold War, 1945-1991	2	15
ARC60522	Mandatory	Landscape History	1	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ARC60322	Optional	Archaeology Dissertation	1 & 2	45
HIS60822	Optional	History Dissertation	1&2	45
HIS60422	Subject Enhancement Module	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	1	15
HIS60922	Subject Enhancement Module	Kill Your Masters: The French and Haitian Revolutions	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners.   In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them.   The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and

written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23	**Learning and Teaching Strategies**

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications.   The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24	Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short-form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the

Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100

FDY00520	Effective Communication	N/A	*1*			*100*
FDY00620	The Digital Learner n	N/A	*1*			*100*
FDY00720	Reflective Learning	N/A	*1*			*100*
FDY00820	Academic Writing	N/A	*1*			*100*

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	• SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	• Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography

FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	• Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	• Deliver an effective spoken presentation of ideas

					• Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	• Group collaboration to develop reflective template and action plan

					• Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• In consultation with tutor select a topic for study • Academic essay

25	**Inclusive Practice and Personal Development Planning**

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability

- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26	Technology Enhanced Learning

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27	Work-related Learning and/or Placement

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

_____

28	**Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) ARCAEOLOGY AND HISTORY: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

ARCHAEOLOGY

The course has been designed to provide students with a broad introduction to the subject of archaeology at Level 4. Students are introduced to the origins, development and character to archaeology as an academic subject in ARC40122, this module also delivers key study skills. Running alongside this module is ARC40222 which introduces students to prehistoric archaeology. During the second semester, students have the opportunity to gain a number of core practical skills required of archaeologists in both the field and laboratory setting (ARC40322) and apply these skills to the study of the archaeology of Roman Britain (ARC40422). The programme has been designed so that students are provided a broad overview of archaeological techniques and theories, which is taught alongside a coherent chronological progression of archaeology from a range of geographical settings.

During their Level 5 studies, Archaeology students undertake modules that cover the archaeology of Medieval Europe (ARC50122), through to the archaeology of the present day (ARC50222). Subject specific skills in archaeological techniques are developed through participation in ARC50322 'Field Archaeology'. Throughout levels 5 and 6 the modules offered expand the students' knowledge and understanding of archaeology by exploring a progressively wider geographical scope.

At Level 6, students get to study specialist modules in material culture (ARC60222) and landscape history (ARC60522). Students get to choose a final research-based module in archaeology (ARC60322) or history (HIS60822) which runs across both semesters and enables students to develop their own structured dissertation supported by workshops and supervisions.

HISTORY

The course has been designed to provide a broad-based introduction to the subject of history at Level 4 using 15 credit modules, including an introductory module in semester one (HIS41322 The Historian's Craft: Doing History at University) that uses an engaging case study to deliver the critical and practical skills involved in reading, researching and writing history, and explores the character of historiographical debate.

In semester one, HIS40422 'British Libraries, Museums and Archives: A History of Collecting, 1600-2000' has been designed to engage students in a broad survey of an aspect of British social and cultural history while also exploring the range and origins of documentary sources that students will encounter throughout the remainder of the degree programme.

During the second semester at Level 4 history students engage in a historical survey-style course, HIS40822 'The Early Modern British Isles: From Reformation to Revolution', providing students with an opportunity to build upon awareness of historiographical debate and primary source analysis. HIS40622 'Histories of Identity: Sexuality, Race, Class and Gender', introduces students to the importance of individual and collective identities in the study of history and imparts an understanding of a range of theoretical methodologies related to the practice of social and cultural history that will provide a firm foundation for later studies.

First year students are co-taught with other history students on these Level 4 modules. This enables students to 'participate in group discussions, give presentations and jointly explore themes and arguments' (QAA 2019: Section 6.5) amongst fellow history students in order to provide dynamic groupings, thus enhancing teaching and learning opportunities and helping to build a history student community at Level 4. Overall, this pattern of delivery provides all history students with time to become acculturated into the disciplinary area, while also facilitating potential switching between history-related programmes/pathways at the end of either semester one or following the completion of the first year of study (see: Code of Practice for Student Transfer Between Academic Programmes).

Relevant research-related skills are delivered progressively across the three years of the programme: from basic study and information literacy skills in the first semester of Level 4

(HIS41322 & HIS40422), through a variety of archival skills and professional practice during Level 5 (HIS50622 'People and Places: Researching Local and Regional History' and individually supervised independent research projects at Level 6 (HIS60822 'History Dissertation', or the Archaeology alternative). Modules at Levels 5 and 6 are worth 15 credits (with the exception of HIS60822) to allow a greater number of specialist topics to be taught, introduce greater optionality, and to ensure an even distribution of study across the semesters; HIS60822 'History Dissertation' is worth 45 credits and runs across both semesters to allow students to engage in 'an extended piece of written work' (QAA 2019: Section 4.7).

Students are introduced to the international aspects of historical study at various points at Level 4 and have their knowledge and understanding of the global scope of historical study broadened through specific modules across the rest of their programme of study. During their Level 5 studies History students undertake The City in Global History: The Rise of Urban Societies in the Modern Age (HIS51122) and a study of the early modern Atlantic World (HIS50822).

Throughout Levels 5 and 6, the modules offered expand the students' knowledge and understanding of history by exploring a wide geographical scope. This is particularly so through HIS50822 'Creative Destruction: The Atlantic World in the 17th and 18th Centuries' and HIS613_1.1 'The Global Cold War, 1945-1991', which all explore global historical settings and connections whilst often relating these back to national contexts in order to promote understanding of Britain's colonial and post-colonial past and place in the world (QAA 2019: Section 4.3). Optional modules including HIS50522 'The Dark Arts: A History of Magic, Witchcraft and Folklore', HIS51222 'The Long Weekend: Britain Between the Wars, 1918-1939', HIS60422 'The Sun Never Set and the Blood Never Dried: The British Empire in the 19th Century', and HIS60922 'Kill Your Masters: The French and Haitian Revolutions' provides students at Level 5 & 6 with the option of deepening their specialism in global historical studies.

Subject-specific skills in historical/archival research, information literacy and 'digital fluency' are developed through participation in HIS50622 'People and Places: Researching Local and Regional History'.

At Level 6, students have the option of undertaking a research dissertation project (HIS60822) which enables students to develop their own structured independent study supported with

workshop and tutorial provision across the academic year. Students are carefully guided when making choices of Dissertation topic through group meetings held during semester 2 of Level 5. At Level 6, students have an optional choice of topics within the Special Subject module (HIS60322) which sees academic staff deliver topics which draw upon their own research specialisms, with History, Military History, and Archaeology pathways, such as: Civilian internment and military captivity in modern history; Propaganda and Political Cartoons in history; the life and times of Fenner Brockway; and the medieval origins of the nations of the British Isles. Archaeology students that select the HIS60822 History Dissertation must take the Archaeology pathway in HIS60322 Special Subject.

23	Learning and Teaching Strategies

ARCHAEOLOGY

Knowledge and Understanding: The course will offer students a range of teaching and learning contexts in which to build and demonstrate knowledge and understanding. This will include classroom, fieldwork, laboratory and VLE-based approaches: lectures, seminars, workshops, tutorials, discussion fora and fieldwork activities and visits. Assessment will, in all cases, test knowledge and understanding, and specific skills acquisition at the appropriate levels.

Intellectual Skills: Students will acquire, develop and apply intellectual skills in classroom, laboratory and fieldwork environments, and VLE-based contexts, as they progress through Levels 4 to 6. Students will achieve and exercise the required levels of intellectual skills through the rigours and framework of deliberately varied assessment practices at the appropriate levels.

Subject-specific/Professional/Transferable Skills: Experiential, individualised and self-directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Staff-led, peer-supported and independent strategies, which relate closely to relevant professional contexts, are manifest in the projects and studies undertaken at each level. Assessment will review and test the acquisition of subject-specific, professional and transferable skills acquisition at the appropriate levels.

HISTORY

Learning and teaching throughout the History degree programme, and across the history subject area more generally, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim to 'embed enquiry-led and research-engaged programmes with students as active partners in learning' and 'provide a student-focused and enabling approach that focuses on individual needs' (BGU Five Year Strategy 2019-25).

Teaching within the programme is delivered through a range of styles and methods including face-to-face lectures, workshops, seminars, tutorials, site visits and placement opportunities but also through the dynamic use of the university's VLE. Whenever possible and relevant, opportunity is taken to engage students with other forms of historical evidence such as film, oral history, artefact collections and the historic environment through specialist teaching and/or external visits. Across the programme students' knowledge and understanding is progressively developed through a range of modules that encompass localized British history through to global contexts. The programme aims to develop a multi-perspectival and multi-factorial understanding in students by emphasising the international scope of historical study through both specific modules and a wider framing of history as a globalized subject. The time range covered stretches from the early medieval through to the contemporary period, with the majority of the subject area's chronological focus engaging with the 16th to 20th centuries (early modern and modern history). Interactive lectures, lecture-style workshops and seminars sit at the core of history teaching at BGU. These are closely linked to on-line materials, directed reading, and wider study experiences. Whenever possible opportunities are taken to enhance learning and teaching through the use of innovative practices and approaches, such as 'flipped' lectures, storyboarding, role-play, and group-based activities. During seminar and workshop activities students are encouraged to develop their subject knowledge and understanding, and to build subject specific and critical thinking skills by assembling evidence, presenting ideas, concepts and findings, and constructing and defending arguments individually and as part of a team. Most modules utilise organised field trips to museums, archives, exhibitions and heritage learning sites as additional opportunities to enhance learning, provide new contexts for understanding subjects and broaden the student academic and social experience. Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and key analytical skills as well as ensuring appropriate preparation and progress is being made on assignment tasks.

Students' independent study time is an important aspect of their learning on the course, guided by the academic staff, comprising of preparation for scheduled sessions and assignments using directed and further reading.

24	Assessment Strategies

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
Level 4						
ARC40122	Introduction to Archaeology: Concepts and Methods	15	1	0	0	100
ARC40222	Prehistoric Britain	15	1	0	0	100
ARC40422	Roman Britain	15	1	0	0	100
ARC40322	Archaeological Skills	15	1	0	0	100
HIS41322	The Historian's Craft: Doing History at University	15	1	0	0	100
HIS40422	British Libraries, Museums and Archives: A History of Collection, 1600-2000	15	1	0	0	100
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	1	0	0	100
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	1	0	100	0

	Level 5					
ARC50122	Living and Dying in Medieval Europe	15	2	0	0	100
ARC50322	Field Archaeology	15	2	0	0	100
ARC506_1.0	Community Engagement	15	2	0	100	0
ARC50522	Archaeological Field School	15	2	0	0	100
ARC50222	Post-Medieval Archaeology	15	2	0	0	100
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	2	0	100	0
HIS50622	People and Places: Researching Local and Regional History	15	2	0	0	100
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	2	0	100	0
HIS51122	The City in Global History: The Rise of Urban Societies in the Modern Age	15	2	0	0	100
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	2	0	0	100
HIS51622	Fighting Back: The history of (counter)insurgency	15	2	0	0	100
	Level 6					

ARC60222	Material Culture in Archaeology: Theory and Practice	15	3	0	0	100
ARC60322	Archaeology Dissertation	45	3	0	0	100
ARC60522	Landscape History	15	3	0	0	100
HIS60422	'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	15	3	0	0	100
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	3	0	100	0
HIS613_1.1	The Global Cold War, 1945-1991	15	3	0	0	100
HIS60822	History Dissertation	45	3	0	0	100
HIS60322	Special Subject	15	3	0	0	100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
Level 4					
ARC40122	Introduction to Archaeology: Concepts and Methods	15	Coursework: Essay	2,000 words	January: semester 1
ARC40322	Archaeological Skills	15	Portfolio: 100%	2,000 words	January: semester 1

ARC40222	Prehistoric Britain	15	Coursework: Essay	2,000 words	May: semester 2
ARC40422	Roman Britain	15	Coursework: Essay	2,000 words	May: semester 2
HIS41322	The Historian's Craft: Doing History at University	15	Coursework: Essay	2,000 words	December semester 1
HIS40422	British Libraries, Museums and Archives: A History of Collection, 1600-2000	15	Coursework: Essay	2,000 words	January semester 1
HIS40622	Histories of Identity: Sexuality, Race, Class and Gender	15	Coursework: Portfolio (biographical studies)	2,000 words	May semester 2
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	Practical: Individual paper presentation	10 minutes	May semester 2
Level 5					
ARC50122	Living and Dying in Medieval Europe	15	Coursework: Essay	2,500 words	January: Semester 1
ARC50322	Field Archaeology	15	Coursework: Essay	2,500 words	May: semester 2
ARC506_1.0	Community Engagement	15	Practical (Individual poster presentation with Q&A)	1,000 words + 10 minutes	May: semester 2
ARC50522	Archaeological Field School	15	Coursework: Reflective journal	2,500 words	October: semester 1
ARC50222	Post-Medieval Archaeology	15	Coursework: Essay	2,500 words	January: semester 1

HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	Practical: Individual paper presentation	15 minutes	May semester 2
HIS50622	People and Places: Researching Local and Regional History	15	Portfolio (written & audio-visual elements): 100%	2,500 words (equivalent)	December semester 1
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	Practical: Group Debate	40 minutes	May semester 2
HIS51122	The City in Global History: The Rise of Urban Societies in the Modern Age	15	Coursework: Essay	2,500 words	January semester 1
HIS51622	Fighting Back: The history of (counter)insurgency	15	Portfolio	2,500 words (equivalent)	May semester 2
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	Coursework: Essay	2,500 words	May semester 2
Level 6					
ARC60222	Material Culture in Archaeology: Theory and Practice	15	Coursework: Essay	3,000 words	January: semester 1
ARC60522	Landscape History	15	Coursework: Essay	3,000 words	May: semester 2
ARC60322	Archaeology Dissertation	45	Coursework: Dissertation	8-10,000 words	April semester 2
HIS60422	'The Sun Never Set and the Blood Never Dried': The British	15	Coursework: Essay	3,000 words	January semester 1

	Empire in the 19th Century				
HIS60922	Kill Your Masters: The French and Haitian Revolutions	15	Practical (Individual poster presentation with Q&A)	1,000 words + 10 minutes	January semester 1
HIS613_1.1	The Global Cold War, 1945-1991	15	Coursework (Digital display)	3,000 words	May semester 2
HIS60822	History Dissertation	45	Essay (Dissertation)	8-10,000 words	April semester 2
HIS60322	Special Subject	15	Coursework: Essay	3,000 words	January semester 1

25	**Inclusive Practice and Personal Development Planning**

The University provides a Student Advice service that assists students who have declared personal access needs. The staff of the Student Advice service work closely with subject area staff in identifying specific actions to support learning for such students. The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of VLE for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: Code of Practice for the Assessment of Students, and Code of Practice for Students with Access Needs).

All students within the subject area are assigned a personal tutor for the duration of their degree programme. Personal tutors, module tutors and year tutors make themselves available, when possible, to meet students whenever such a meeting is requested. Additionally, students are closely monitored by tutors during the all-important first semester of their Level 4 experience. Staff take careful steps to ensure that whenever we have any concerns about a particular student we confidentially share information and that the student is, if necessary, directed toward additional support, whether academic or welfare-related.

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve

them. In collaboration with their personal tutor students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the BGU Employability Award, and evidence additional academic and professional achievements. The DCP is a critical component in the compilation by personal tutors of institutional references for students.

26	Technology Enhanced Learning

The University's virtual learning environment is used throughout the programme with every module having a designated area. The module areas are used to provide information on the schedule of teaching, instructions for individual sessions and activities, general announcements and an extensive volume of supporting materials. These include on-line digital resources (including historical/archival materials), sound recordings, and film and video. Instructional reading lists and materials are accessed through module specific 'My Reading' areas. The 'My Reading' area draws on the Library managed 'Talis Aspire' reading list platform to deliver content. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Module specific elements are detailed within individual module areas. Reference is made to digital research materials, and related digital and information literacies. A specific focus is given to this aspect of learning in ARC50322, ARC60322, HIS40422, HIS50622, and HIS60822. ARC50322 'Field Archaeology' incorporates open access sources of archaeological data into the wider practical skills taught. HIS40422 'British Libraries, Museums and Archives: A History of Collection, 1600-2000' places EEBO, ECCO and the Oxford Dictionary of National Biography at the core of its skills delivery. HIS50622 'People and Places: Researching Local and Regional History' makes extensive use of physical and on-line primary resources and databases.

27	Work-related Learning and/or Placement

Students will be provided with a range of enhanced learning opportunities to acquire work-related practical skills. Students are also encouraged to organise their own voluntary placements.

28	Employability

ARCHAEOLOGY

While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Visiting Tutors) or through enhancement activities (as Guest Lecturers or through dedicated site visits).

Practical and vocational skills are taught throughout the programme. Wherever relevant the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

HISTORY

While employers are not directly involved in providing substantive programme content relevant individuals are engaged to provide specific taught sessions (as Hourly Paid Lecturers) or through enhancement activities (as Guest Lecturers or through dedicated site visits).

Wherever relevant the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

History graduates gain skills that help them to research and analyse sources and data, and to construct and defend thought provoking arguments. This means history graduates have the critical and analytical skills demanded by a variety of employers. 'Many employers are especially interested in History graduates because of their particular training and approach, based on robust questioning, rigorous evidence-gathering, and applying multi-perspectival approaches in coming to reasoned and reasonable judgements' (QAA, 2021 draft: section 1.21).

A range of employment opportunities are open to such graduates including top graduate schemes; journalism and publishing; archives administration; the law, police, security or military professions; politics and public policy; librarianship, data analysis, and information management; and teaching, museum education and outreach work.

Successful graduates of this programme can also continue to study for both taught and research-based higher degrees.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.

In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.

There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.

Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.

Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.

You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.

30	Programme Specific Management Arrangements

The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.

31	Staff Responsibilities

Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.

32	**Programme Specific Academic Student Support**

Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	**Programme Specific Student Evaluation**

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular

and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) ARCHAEOLOGY AND HISTORY: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. Potential students in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's APL/APEL processes.

We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.

30	Programme Specific Management Arrangements

The programme is managed through the School of Arts & Humanities, led by the Programme Leader for Archaeology and Heritage. Programme Leaders report to the Head of the School of Arts & Humanities and are supported by the staff of the Faculty Administration Office.

Lecturers on the programme are either directly line managed or instructed in their roles by the Programme Leader for Archaeology and Heritage in collaboration with the Programme Leader for Undergraduate History where modules are shared between programmes.

An additional level of oversight and line-management is provided by the Head of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Annual reviews of programme quality and delivery are conducted by Programme Leaders (in the form of Annual Monitoring Reports) which

are informed by NSS, module evaluations, student and staff feedback, External Examiner's comments and the BGU Learning and Teaching strategy. Targets for year on year development are set and implemented to enhance programme delivery.

31	Staff Responsibilities

Permanent staff within the subject area are suitably qualified to teach the modules that comprise the programme. These staff range in grade from Hourly-Paid tutors (employed on a small number of modules) through lecturers, senior lecturers to readers and professors. Staff are allocated modules through a distribution of 'scheduled teaching hours' as part of a university-wide workload model; wherever possible staff continue to teach specific modules from one academic year to the next. All permanent staff are expected to have teaching qualifications or to have recognition as fellows or senior fellows of the Higher Education Academy (HEA).

Module tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, module tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the responsible Programme Leaders and External Examiner, including examination papers, and are then made available to students through the VLE. Marking is undertaken by the module tutor, with cohort moderation, and where required individual 'second marking' is undertaken by another member of the team. All students are assigned a personal tutor during the first semester of Level 4 and, where possible, retain that tutor through to graduation.

32	Programme Specific Academic Student Support

All students within the subject area of History are assigned a personal tutor for the duration of their degree programme. Additionally, students are closely monitored and supported during the first semester of their Level 4 experience. Staff take particular steps to ensure students are appropriately academically equipped to pursue the programme of study, this is delivered through a number of subject-embedded study skills development sessions as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching

(CELT) and the Library. If subject area academic staff feel it is necessary they signpost students toward additional support, whether academic or welfare related.

In preparation for Level 6, students are introduced to ARC60322 'Archaeology Dissertation' and the HIS60822 'History Dissertation' module at the end of level 5 with the aim of encouraging students to use the summer to explore possible research topics. One-to-one support is reinvigorated during the Level 6 phase of the programme to support students as they undertake the challenge of their personal research-based dissertation module.

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner	■		■	■	■	■
FDY00220 Resourcing Learning	■		■	■		■
FDY00320 Critical Thinking		■		■		■
FDY00420 Critical Engagement	■		■			■
FDY005206 Effective Communication	■	■	■	■	■	
FDY00620 The Digital Learner			■	■	■	■
FDY00720 Reflective Learning				■	■	■
FDY00820 Academic Writing	■	■	■		■	■

SECTION F2 (YEARS 2-4) BA (HONS) ARCHAEOLOGY AND HISTORY: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	ARCHAEOLOGY Programme outcomes for 4													
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
ARC40122: Introduction to Archaeology	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
ARC40322: Archaeological Skills	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
ARC40222: Prehistoric Britain	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
ARC40422: Roman Britain	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Module Name	ARCHAEOLOGY Programme outcomes for 5													
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
ARC50122:	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Living and Dying in Medieval Europe														
ARC50222: Post-Medieval Archaeology	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓
ARC50322: Field Archaeology	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
ARC506_1.0: Community Engagement	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓
ARC50522: Archaeological Field School	✓	✓	✓	✓	✓		✓	✓	✓	✓				

Module Name	ARCHAEOLOGY Programme outcomes for 6													
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
ARC60222: Material Culture	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
ARC60522:	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Landscape History													
ARC60322: Dissertation	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔

Module	Programme outcomes for LEVEL 4												
	K&U1	**K&U2**	**K&U3**	**SPS1**	**SPS2**	**SPS3**	**IS1**	**IS2**	**IS3**	**TS1**	**TS2**	**TS3**	**TS4**
HIS41322: The Historian's Craft: Doing History at University	✔	✔	✔	✔	✔		✔		✔		✔		✔
HIS40422: British Libraries, Museums and Archives: A History of Collection, 1600-2000	✔	✔	✔	✔	✔		✔		✔	✔	✔	✔	✔
HIS40622: Histories of Identity: Sexuality, Race, Class and Gender	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS40822: The Early Modern British Isles: From Reformation to Revolution	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

Module	Programme outcomes for LEVEL 5												
	K&U1	**K&U2**	**K&U3**	**SPS1**	**SPS2**	**SPS3**	**IS1**	**IS2**	**IS3**	**TS1**	**TS2**	**TS3**	**TS4**

Module	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS50622: People and Places: Researching Local History	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS50822: Creative Destruction: The Atlantic World in the 17th and 18th centuries	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS51122: The City in Global History: The Rise of Urban Societies in the Modern Age	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS50522: The Dark Arts: A History of Magic, Witchcraft and Folklore	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS51622: Fighting Back: The history of (counter)insurgency	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS51222: The Long Weekend: Britain between the wars, 1918-1939	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

Module	Programme outcomes for LEVEL 6												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS60422: 'The Sun Never Set and the Blood Never Dried': The British Empire in the 19th Century	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS613_1.1: The Global Cold War, 1945-1991	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS60822: History Dissertation	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

HIS60922: Kill Your Masters: The French and Haitian Revolutions	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
HIS60322: Special Subject	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔		✔

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping
Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies	▓	▓	▓	▓		▓
Global Citizenship	▓					▓
Information Literacy	▓	▓		▓		
Digital Fluency	▓		▓	▓		
Employability			▓		▓	▓
Being Enterprising					▓	▓

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

SECTION G2 (YEARS 2-4) BA (HONS) ARCAEOLOGY AND HISTORY

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Archaeology Programme Learning Outcomes														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3		TS1	TS2	TS3	TS4
Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔				✔	✔	✔
Global Citizenship	✔	✔	✔				✔	✔		✔					
Information Literacy	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔					✔
Digital Fluency					✔	✔			✔				✔	✔	✔
Employability	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔	✔	✔	✔
Being Enterprising							✔						✔			✔

Attribute	History Programme Learning Outcomes												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4

Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔
Global Citizenship	✔	✔	✔	✔	✔		✔			✔		✔	✔
Information Literacy	✔	✔	✔		✔	✔	✔		✔	✔		✔	✔
Digital Fluency		✔			✔	✔	✔			✔	✔	✔	✔
Employability	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔
Being Enterprising			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Graduate Attributes

GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA12. **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H (YEARS 1-4) BA (HONS) ARCHAEOLOGY AND HISTORY WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification (Light/Minor - include level & title of modules & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification (e.g., students entering Level 5 from September 2016 onward)

SECTION I (YEARS 1-4) BA (HONS) ARCHAEOLOGY AND HISTORY WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						