



BISHOP
GROSSETESTE
UNIVERSITY

Programme Area: Arts & Humanities

BA (Hons) Military History with Foundation Year

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

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	19 January 2022 Amended April 2024 Amended June 2024 Amended 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) Military History: 01 September 2023
4	Version Number	1.3

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) MILITARY HISTORY: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Military History with Foundation Year	
1a	Programme Code
BAHIS02F22	
2	Brief Summary (for Marketing Purposes)
<p><u>Foundation Year</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>BA (Hons) Military History:</u></p> <p>This exciting undergraduate programme offers students a course of critical historical study focusing on the development, experience, and impact of war. Through a wide-ranging approach to the topic, students explore the scope and development of approaches to war over time. The course reviews the evidence for conflict from the medieval period through to the present day and does so across a breadth of geographical situations. Although questions of technological advances are important, the study of military history is more than just learning about weapons and battles. The course engages students in understanding the wider social, ethical, and political context of war. The programme equips students with a range of critical and analytical skills through an in-depth study of the incidence, formation and operation of military institutions and organizational structures in naval, land-based, airborne, and civilian contexts. At BGU military history students engage in real historical research, working side-by-side with academics and also during their final year when working on their personal research-based dissertation. Military history students gain skills that help them to research and analyze sources and data, and to construct and defend thought provoking arguments. This means military history graduates have the critical and analytical skills demanded by a variety of employers.</p>	

3	Awarding institution	Bishop Grosseteste University		
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 100786 CAH20-01-01	ITT n/a	UCAS code V11F
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4) Military History: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing Military 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) Military History Students who are judged to have passed the Foundation Year 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 Military History with Foundation Year (120 credits) DipHE in Military History with Foundation Year (240 credits) Ordinary Degree in Military History with Foundation Year (300 credits)
10b	Pathway	n/a
11	(i) Combined Honours Awards available e.g.: • BSc/BA (Hons) XX	None

	<ul style="list-style-type: none"> BSc/BA (Hons) XX and YY 	
--	---	--

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		n/a	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		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)
	<p>The programme has been written to correspond closely with the:</p> <ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales, and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications
18	Programme Aim
	<p>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.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p>
19	Programme Specific Outcomes
	<p>(a) <u>Final Award Learning Outcomes</u></p> <p>Students successfully completing the Foundation Year will be able to:</p> <p>K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.</p>

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) MILITARY HISTORY: OUTCOMES

17	QAA Benchmark Statement(s)
	<p>QAA. (2019) <i>Subject Benchmark Statement: History</i> https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81_4)</p> <p>The below draft for consultation was also consulted and used to inform elements of this programme specification: QAA. (2021) <i>Subject Benchmark Statement: History</i> (draft for consultation) https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/consultation-on-revised-subject-benchmark-statements</p>
18	Programme Aim
	<p>The principle aims of the <i>BA (Hons) Military History</i> programme are to provide students with:</p> <ul style="list-style-type: none"> • A coherent and detailed knowledge and systematic understanding of the subject of military 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, especially in the context of military history; • 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; • A range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems. <p>The <i>BA (Hons) Military History</i> programme is designed to offer students a course of critical historical study focusing on the scope and chronological development, experience, and impact of war from the medieval period through to the present day and across a breadth of geographical situations. The programme aims to equip students with a range of critical and analytical skills through a wide-ranging study of the incidence, formation and operation of military institutions and organizational structures in naval, land-based, airborne, and civilian contexts.</p> <p>There is no Benchmark Statement specifically for 'Military History' therefore reference has been made during the design of the programme to the <i>Benchmark Statement for History</i> (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 '<i>an awareness of continuity and change over an extended time span</i>' (section 4.2). In a similar approach, issues of geographical range have also been</p>

addressed through the progressive development across the levels of the programme. Modules at Level 4 focus for the most part on Britain while aspects of European history are introduced at Level 5. Finally, wider global historical perspectives are covered at Level 6; although this division of focus by level is never proscriptive. It is almost inevitable that the study of military history will have an international dimension, we are thus confident that the programme supports students as they identify *'History's ability to promote understanding between cultures and national traditions...'* (Section 4.3), especially as students consider the building of political and military alliances and post-conflict-reconciliation.

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 some of which 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, visual evidence etc.'* 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 *'a special subject course [and] in other courses or independent work'* including a 45-credit Level 6 dissertation allowing students to engage in *'an extended piece of written work'* (sections 4.4 & 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 the discipline, its social rationale, its theoretical underpinnings 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 several aspects of military history such as the political, social, and cultural dimensions. In addition, engagement with aspects of applied military history is encouraged and in particular facilitated through a *'work-placement'* focused module (section 4.6).

The typical graduate of this programme *'will have acquired a considerable range and depth of historical knowledge of particular areas of the past [in this case focused on military history] and will be able to show a very sound competence in nearly all of the historical and transferable skills outlined'* in sections 6 and 7 of the QAA document (and section 8.1). A graduate of this programme with *'excellent performance in single honours [military] history will in addition have mastered an extensive range and depth of historical knowledge ... and [possess] a very superior command of nearly all the historical and transferable skills'*. Conversely a student of the programme graduating at the threshold level will have attained a *'basic understanding of historical evidence of different types [and have] the ability to produce structured, if underdeveloped and incomplete, arguments or [to produce] a thorough narrative with insufficient analysis'* (section 8.1).

19 Programme Specific Outcomes

Final Award Learning Outcomes

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

Knowledge and understanding (KU)

- KU 1** Demonstrate the acquisition of coherent and detailed knowledge, and a systematic understanding, of key aspects of the subject of history, with a particular focus on military history;
- KU 2** 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;
- KU 3** 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)

- SPS 1** 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;
- SPS 2** Deploy accurately established techniques of analysis and enquiry while undertaking historical research and critically evaluating primary and secondary sources, with a particular focus on military history;
- SPS 3** Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out historical projects, with a particular focus on military history;

Intellectual skills (IS)

- IS 1** Manage their own learning by making use of a range of scholarly reviews, primary and secondary sources, data and other relevant materials;
- IS 2** Demonstrate the ability to undertake effective decision-making in complex and unpredictable contexts;
- IS 3** 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)

- TS 1** 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;
- TS 2** Communicate through a range of effective oral, written and presentation skills information, ideas, problems and solutions to both specialist and non-specialist audiences;
- TS 3** Confidently use a range of information and communications technology and other learning and communications resources;
- TS 4** Exercise initiative, and personal and ethical responsibility.

20 Exit Award Learning Outcomes

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

Knowledge and understanding (KU)

- KU 1** Demonstrate knowledge and understanding of the underlying concepts and principles within the disciplinary area of history, with a particular focus on military history;
- KU 2** Demonstrate an understanding of the principles of theory and practice, and evaluate and interpret these within the disciplinary context of history;
- KU 3** 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)

- SPS 1** 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;
- SPS 2** Present, evaluate and interpret qualitative and quantitative data including primary and secondary historical sources, with a particular focus on military history;
- SPS 3** Evaluate the appropriateness of different approaches to solving problems related to the study of history, with a particular focus on military history;

Intellectual skills (IS)

- IS 1** Manage their own learning by applying concepts and principles within the context they are studied;
- IS 2** (Not applicable);
- IS 3** Use established techniques to undertake analysis of information, and to propose solutions to problems arising from that analysis.

Transferable skills (TS)

- TS 1** 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;
- TS 2** Communicate the results of their study accurately and reliably;
- TS 3** Use information and communications technology and other learning and communications resources;
- TS 4** Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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

Knowledge and understanding (KU)

- KU 1** Demonstrate knowledge, and critical understanding, of key aspects of the subject of history, with a particular focus on military history;
- KU 2** Demonstrate understanding of the relationship between theory and practice and how this influences analyses and interpretations within the discipline of history;
- KU 3** 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)

- SPS 1** Devise and sustain arguments, and/or solve problems, across a range of historical contexts, using ideas and techniques appropriate to the discipline;

- SPS 2** Deploy established methods of enquiry while undertaking historical research and evaluating primary and secondary sources, with a particular focus on military history;
- SPS 3** Apply the methods and techniques learned, and evaluate critically their use, to initiate and carry out historical projects, with a particular focus on military history.

Intellectual skills (IS)

- IS 1** Manage their own learning by applying concepts and principles outside the context they were first studied;
- IS 2** Demonstrate the ability to undertake effective decision-making in complex and unpredictable contexts;
- IS 3** 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)

- TS 1** 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;
- TS 2** Use effective oral, written and presentation skills to communicate information, arguments and analysis to both specialist and non-specialist audiences;
- TS 3** Use information and communications technology and other learning and communications resources;
- TS 4** Demonstrate the qualities and transferable skills necessary to exercise decision making, and personal and ethical responsibility.

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) MILITARY 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	HIS41322 The Historian's Craft: Doing History at University Credits: 15	HIS40222 War & Society Credits: 15	HIS41422 The merrie folk of Late Medieval England: from King to the poorest widow 1000-1485 Credits: 15	HIS41022 The First World War Credits: 15
	Semester 2	HIS40322 Bows, Bayonets & Bullets: The Changing Face of Battle Credits: 15	HIS412_1.1 The British Army: Continuity & Change Credits: 15	HIS40822 The Early Modern British Isles: From Reformation to Revolution Credits: 15	HIS40922 At War with Itself: The United States from Civil Rights to Vietnam Credits: 15

Level 5 – 120 credits

Level 5	Semester 1	HIS50122 'War! What is it Good For?': The Ethics of Conflict – Historical Perspectives Credits: 15	HIS50222 Soldiers, Sailors and Ships: Warfare in the long 19 th Century Credits: 15	HIS517_1.0 Invented Histories: Understanding Popular Representations of the Past Credits: 15	HIS51522 Blitzkrieg: Armoured Warfare during the Second World War Credits: 15
					HIS50722: The Transformation of the West, 300-900 CE Credits: 15
					HIS51122: The City in Global History: The Rise of Urban Societies in the Modern Age Credits: 15
	Semester 2	HIS514_1.0 Applied Public History Credits: 30	HIS50322 The Civilian in War: The British Home Front during the Second World War Credits: 15	HIS51622 Fighting Back: The history of (counter)insurgency Credits: 15	
				HIS50522: The Dark Arts: A History of Magic, Witchcraft and Folklore Credits: 15	
				HIS51222: The Long Weekend: Britain between the wars, 1918-1939 Credits: 15	

				HIS50822: Creative Destruction: The Atlantic World in the 17th and 18th centuries Credits: 15
--	--	--	--	--

Level 6 – 120 credits

Level 6	Semester 1	HIS61022 Military History Dissertation Credits: 45	HIS60422 The Sun Never Set and the Blood Never Dried: The British Empire in the 19 th Century Credits: 15	HIS60322 Special Subject Credits: 15	HIS60122 Into the Blue: War in the Air Credits: 15
	Semester 2			HIS613_1.1 The Global Cold War: 1945-1991 Credits: 15	HIS61122 Simulating War: The Military-Entertainment Complex Credits: 15

21b	Module Structure
------------	-------------------------

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
HIS41322	Existing Module	The Historian's Craft: Doing History at University	1	15
HIS40222	Existing Module	War and Society	1	15
HIS41022	New Module	The First World War	1	15
HIS41422	Existing Module	The merrie folk of Late Medieval England: From King to the poorest widow 1000-1485	1	15
HIS40322	Existing Module	Bows, Bayonets & Bullets: The Changing Face of Battle	2	15
HIS40822	Existing Module	The Early Modern British Isles: From Reformation to Revolution	2	15
HIS40922	Existing Module	At War with Itself: The United States from Civil Rights to Vietnam	2	15
HIS412_1.1	New Module	The British Army: Continuity & Change	2	15

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
HIS50122	Existing Module	'War! What is it Good For?': The Ethics of Conflict - Historical Perspectives	1	15
HIS50222	Existing Module	Soldiers, Sailors and Ships: Warfare in the long 19 th Century	1	15
HIS517_1.0	Existing Module	Invented Histories: Understanding Popular Representations of the Past	1	15
HIS50322	Existing Module	The Civilian in War: The British Home Front during the Second World War	2	15
HIS514_1.0	Existing Module	Applied Public History	2	30
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
HIS51522	Subject Enhancement Module	Blitzkrieg: Armoured Warfare during the Second World War	1	15
HIS51622	Subject Enhancement Module	Fighting Back: The history of (counter)insurgency	2	15
HIS50522	Subject Enhancement Module	The Dark Arts: A History of Magic, Witchcraft and Folklore	2	15
HIS50722	Subject Enhancement Module	The Transformation of the West, 300-900 CE	1	15
HIS51122	Subject Enhancement Module	The City in Global History: The Rise of Urban Societies in the Modern Age	1	15
HIS51222	Subject Enhancement Module	The Long Weekend: Britain between the wars, 1918-1939	2	15
HIS50822	Subject Enhancement Module	Creative Destruction: The Atlantic World in the 17th and 18th centuries	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits

HIS60322	Existing Module	Special Subject	1	15
HIS60422	Existing Module	The Sun Never Set and the Blood Never Dried: The British Empire in the 19 th Century	1	15
HIS61022	New Module	Military History Dissertation	1 & 2	45
HIS613_1.1	Existing Module	The Global Cold War: 1945-1991	2	15
HIS60122	Existing Module	Into the Blue: War in the Air	1	15
HIS61122	Existing Module	Simulating War: The Military-Entertainment Complex	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits

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

22	Curriculum Design
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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 are 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Exercise to demonstrate effective library searching

					<ul style="list-style-type: none"> • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

					<ul style="list-style-type: none"> • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) MILITARY HISTORY: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>The course has been designed to provide a broad-based introduction to the subject of military history at Level 4, including an introductory (15 credit) module focused on military history that is delivered during semester one. HIS40222 'War and Society' engages students in a broad survey of the academic character and identity of military history. The module explores the range and origins of historical sources that military history students will encounter throughout the remainder of the degree programme. Other military history modules delivered during semester two introduce students to the practice of military history from the medieval to the modern period, alongside the changing face of battle such as HIS40322 'Bows, Bayonets and Bullets: The Changing Face of Battle' and the historic development of the British Army from 1660 through to the present day (HIS412_1.1).</p> <p>During the second semester at Level 4 military history students engage in a historical survey-style course HIS40822 'The Early Modern British Isles: From Reformation to Revolution', providing students with coherent chronological progression. Military History students engage in a further 15-credit modules, HIS40922 'At War with Itself: The United States from Civil Rights to Vietnam', aimed at deepening their understanding of specific approaches to historical study and also widening their area of historical knowledge beyond Britain.</p> <p>A number of modules at level four are taken by all history students, allowing military history students, with time, to become acculturated into the disciplinary area of history, 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: <i>Code of Practice for Student Transfer Between Academic Programmes</i>). It also aids with developing a sense of identity associated with a history subject area 'learning community' across the full cohort of Level 4 students.</p> <p>Relevant research-related skills are delivered progressively across the three years of the programme: from key study skills and an exploration of the character of historiographical debate in HIS41322, through a variety of archival skills and practice during Level 5 (HIS50222 'Soldiers, Sailors and Ships: Warfare in the long 19th Century' and HIS50322 'The Civilian in War: The British Home Front during the Second World War'), to individually supervised, independent research projects at Level 6 (HIS61022 'Military History Dissertation'). Military History students experience a coherent framework of modules through Levels 5 and 6, although with some significant specialization. Modules at Levels 5 and 6 allow a greater number of specialist topics to be taught and to ensure an even distribution of study across the semesters; note however the dissertation module at Level 6 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).</p> <p>Students are introduced to the international aspects of historical study during the introductory modules (HIS41322 and HIS40222) 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, Military History students undertake modules that explore a range of relevant material with a focus on the 18th through to the mid-20th centuries. Subject-specific skills in historical/archival research and information literacy are further developed through participation in HIS50322 'The Civilian in War ...' module. Throughout Levels 5 and 6, the modules offered expand the students' knowledge and understanding of history by exploring a progressively wider geographical scope. This is particularly so through HIS50122 'War! What is it Good For?': The Ethics of Conflict - Historical Perspectives' and HIS50222 'Soldiers, Sailors and Ships ...' which consider the European context for their respective topics. Optional modules such as HIS51122: The City in Global History: The Rise of Urban Societies in the Modern Age and HIS51622: Fighting Back: The history of</p>

(counter)insurgency, are international in scope and focus offering the opportunity for students to shift focus away from the British lens. Additionally, this level sees students enhance their transferable skill set through a work-based placement at one of the sector hosts with which the BGU Military History programme team has developed links during HIS514_1.1 'Applied Public History'. Staff support students who express a desire for an alternative form of placement such as a classroom-based experience or within a professional area related to a specific career interest. A group meeting is held for students during the first semester of the second year to provide advice and guidance on finding and securing a suitable placement, with the module formally delivered and the placement taking place during semester two.

At Level 6, military history 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 specialism's such as: 'The War behind the Wire: Civilian internment and military captivity in the era of total war' and 'From Mata Hari to Miss Money Penny: Women in intelligence'. The open nature of this module means that alternative topics can be readily developed allowing students to engage with research activity at the forefront of the discipline and in response to specific staff research developments. This is particularly so in the case of Military History where there is an expectation that at least two specifically military history-related topics will always be offered. During Level 6 the geographical reach is extended for all history students with a study of global politics, and social and cultural collisions and interactions, presented by the history of the British Empire (HIS60422 - 'The Sun Never Set and the Blood Never Dried: The British Empire in the 19th Century'), and even further through a broader study of the later 20th century through Cold War geopolitics (HIS613_1.1 – 'The Global Cold War'). The final research dissertation project (HIS61022) enables students to develop their own structured independent study supported with workshop and tutorial provision across the academic year. In each case, students are carefully guided when making choices in their Special Subject and Dissertation topics through group meetings held during semester 2 of Level 5.

23	Learning and Teaching Strategies
-----------	---

Learning and teaching throughout the Military 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 enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning' (*BGU Five Year Strategy 2014-19*).

Teaching within the programme is delivered through a range of styles and methods including face-to-face lectures, workshops, seminars, and tutorials 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, 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 time range covered stretches from the medieval through to the 1980s, with the majority of the subject area's chronological focus engaging with the 16th to 20th centuries. Interactive lectures sit at the core of history teaching at BGU; however, 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' curricula, 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 intellect skills by assembling evidence, presenting ideas, concepts, and findings, and constructing and defending arguments. Most modules use organised off-site visits to museums, archives, exhibitions, and heritage sites as additional opportunities to enhance learning and broaden the student academic experience. Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assignment tasks.

24		Assessment Strategies				
Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
HIS41322	The Historian's Craft: Doing History at University	15	1	0	-0	100
HIS40222	War and Society	15	1	0	0	100
HIS40322	Bows, Bayonets & Bullets: The Changing Face of Battle	15	1	0	0	100
HIS41022	The First World War	15	1	0	0	100
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	1	0	100	0
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	1	0	100	0
HIS40922	At War with Itself: The United States from Civil Rights to Vietnam	15	1	0	0	100
HIS412_1.1	The British Army: Continuity & Change	15	1	0	100	0
HIS50122	'War! What is it Good For?': The Ethics of Conflict - Historical Perspectives	15	2	0	100	0
HIS50222	Soldiers, Sailors and Ships: Warfare in the long 19 th Century	15	2	0	0	100
HIS50322	The Civilian in War: The British Home Front during the Second World War	15	2	0	0	100
HIS517_1.0	Invented Histories: Understanding Popular Representations of the Past	15	2	0	0	100
HIS514_1.1	Work Placement	30	2	0	50	50
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	2	0	100	0
HIS50722	The Transformation of the West, 300-900 CE	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
HIS51522	Blitzkrieg: Armoured Warfare during the Second World War	15	2	0	0	100
HIS51622	Fighting Back: The history of (counter)insurgency	15	2	0	0	100
HIS60122	Into the Blue: War in the Air	15	3	0	0	100
HIS60322	Special Subject	15	3	0	0	100
HIS60422	The Sun Never Set and the Blood Never Dried: The British Empire in the 19 th Century	15	3	0	0	100
HIS613_1.1	The Global Cold War: 1945-1991	15	3	0	0	100

HIS61022	Military History Dissertation	45	3	0	0	100
HIS61122	Simulating War: The Military-Entertainment Complex	15	3	0	0	100

Indicative Assessment Strategy

Module Code	Module Description	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
<u>Year 1 – Level 4</u>					
HIS41322	The Historian's Craft: Doing History at University	15	Essay: 100%	2,000 words	December: Semester 1
HIS40222	War and Society	15	Essay: 100 %	2,000 words	January: Semester 1
HIS40322	Bows, Bayonets & Bullets: The Changing Face of Battle	15	Essay: 100%	2,000 words	May: Semester 2
HIS41022	The First World War	15	Essay: 100 %	2,000 words	January: Semester 1
HIS41422	The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	15	Group Presentation: 100%	10 minutes	January: Semester 1
HIS40822	The Early Modern British Isles: From Reformation to Revolution	15	Practical: Individual paper presentation: 100%	10 minutes	May: Semester 2
HIS40922	At War with Itself: The United States from Civil Rights to Vietnam	15	Essay: 100 %	2,000 words	May: Semester 2
HIS412_1.1	The British Army: Continuity & Change	15	Practical: Group Debate	20 minutes	May: Semester 2
<u>Year 2 – Level 5</u>					
HIS50122	The Ethics of Conflict: Historical Perspectives	15	Presentation: 100%	15 minutes	January: Semester 1
HIS50222	Soldiers, Sailors and Ships: Warfare in the long 19 th Century	15	Essay: 100%	2,500 words	January: Semester 1
HIS50322	The Civilian in War: The British Home Front during the Second World War	15	Essay: 100%	2,500 words	May: Semester 2

HIS517_1.0	Invented Histories: Understanding Popular Representations of the Past	15	Option A: Essay (100%) Option B: Portfolio (100%)	2,500 words 2,500 word equivalent	January: Semester 1
HIS50522	The Dark Arts: A History of Magic, Witchcraft and Folklore	15	Practical: Individual paper presentation	15 minutes	May semester 2
HIS50722	The Transformation of the West, 300-900 CE	15	Coursework: Essay	2,500 words	January semester 1
HIS50822	Creative Destruction: The Atlantic World in the 17th and 18th centuries	15	Practical: Group Debate	15 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
HIS51222	The Long Weekend: Britain between the wars, 1918-1939	15	Coursework: Essay	2,500 words	May semester 2
HIS51322	Applied Public History	30	Coursework: Essay 50% Portfolio Practical (Poster Presentation - (Placement-related) with Q&A: 50%	2,500 words 1,0002,500 words + 10 minutes	April: semester 2 May: semester 2
HIS51522	Blitzkrieg: Armoured Warfare during the Second World War	15	Practical: Individual presentation: 100%	15 minutes	January: Semester 1
HIS51622	Fighting Back: The history of (counter)insurgency	15	Portfolio: 100%	2,500 words	May: Semester 2
<u>Year 3 – Level 6</u>					
HIS60322	Special Subject	15	Essay: 100%	3,000 words	January: Semester 1
HIS60422	The Sun Never Set and the Blood Never Dried: The British Empire in the 19 th Century	15	Essay: 100%	3,000 words	January: Semester 1
HIS613_1.1	The Global Cold War: 1945-1991	15	Coursework (Digital display)	3,000 words	May: Semester 2
HIS60122	Into the Blue: War in the Air	15	Essay: 100%	3,000 words	January: Semester 1
HIS61022	Military History Dissertation	45	Dissertation: 100%	8-10,000 words	April: Semester 2

HIS61122	Simulating War: The Military-Entertainment Complex	15	Portfolio: 100%	3,000 words	May: Semester 2
25	Inclusive Practice and Personal Development Planning				
<p>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 Blackboard for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: <i>Code of Practice for the Assessment of Students</i>, and <i>Code of Practice for Students with Access Needs</i>).</p> <p>All students within the subject area are assigned a personal tutor for the duration of their degree programme. Personal tutors, and module tutors, make themselves available to meet students whenever such a meeting is requested (the 2018 NSS results showed History students were 100% satisfied with their ability to contact a member of staff when they needed to). Additionally, students are closely monitored by module tutors during the all-important first semester of their Level 4 experience. The military history team 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.</p> <p>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.</p>					
26	Technology Enhanced Learning				
<p>The University’s virtual learning environment (Blackboard) is used throughout the programme, with every module having a relevant course area. The course areas are used to provide information on the schedule of teaching, announcements, and an extensive volume of supporting materials. These include reading material (both scanned documents and e-books), links to on-line digital resources (including historical/archival materials), sound recordings, and film and video (delivered through the Planet E-Stream platform). The reading lists and materials are accessed through a course specific ‘My Reading’ area, which is consistently presented across all History modules. 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.</p> <p>Module specific elements are laid down within individual modules. Reference is made to digital historical research materials, and related digital and information literacies, during a number of modules, however a specific focus is given to this aspect of learning in HIS50322 ‘The Civilian in War...’ which makes extensive use of on-line resources; such as the 1939 Register (TNA), British Pathe: Newsreels, British Newspapers Archive, BBC Genome Project, ‘Bombsight’: Mapping the WW2 Bomb Census, among others. Consequently, this module encourages students to gain skills in the area of data mining/linkage, and introduces the concept of ‘Big Data’, within the context of historical research.</p>					
27	Work-related Learning and/or Placement				

Many programmes at BGU contain elements of work-based learning. In the case of the military history programmes such an opportunity arises at Level 5 with the HIS514_1.1 'Applied Public History' module. The University defines the type of work-based learning that this module provides as a 'Work Experience Placement' which is defined as 'students undertaking work experience to enhance their subject specific skills, knowledge and understanding, intellectual and transferable skills' (see: *Code of Practice for Work-based Learning*). Such placements are short in duration, and normally focus on undertaking a specific activity which allows for assessment to be completed through a reflective assignment following the 'experience'.

Subject area staff support students in making a decision about where to undertake their placements through a pre-module meeting in semester 1 with module delivery, and placement, taking place during semester 2. Once a student has identified a placement provider the module tutor manages the student, with appropriate support from the Placement Office, in completing the necessary paperwork work as required by the University and, where required, the provider. In those cases where students are unable to secure a suitable placement, or their placement is cancelled by the provider, the staff of the subject area intervene to find an alternative. This may take the form of another provider or, if this is not possible, by engaging the student concerned as a 'research assistant' attached to a suitable member of the team. The subject area has a depth of experience in supervising placements and a significant network of potential host partners within the military heritage sectors and armed forces.

The first taught part of the module includes workshop sessions on making applications, writing CVs, and reflective practice in preparation for the placement. Following the placement, students are assessed by means of a reflective essay accompanied with a poster display illustrating their placement experience. Further teaching on the module focuses on a wider understanding of the character and functions of military history in an applied setting.

28	Employability
-----------	----------------------

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.

Military History graduates gain skills that help them to research and analyze sources and data, and to construct and defend thought provoking arguments. This means military history graduates have the critical and analytical skills demanded by a variety of employers. A range of employment opportunities are open to such graduates including 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, such as the current master's degrees offered by BGU.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>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.</p> <p>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.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>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.</p> <p>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.</p>	
30	Programme Specific Management Arrangements
<p>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.</p>	
31	Staff Responsibilities
<p>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.</p>	
32	Programme Specific Academic Student Support
<p>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</p>	

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) MILITARY HISTORY: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>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.</p> <p>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 <i>Code of Practice for the Admission of Students</i>.</p>	
30	Programme Specific Management Arrangements
<p>The programme is managed through the Arts & Humanities programme portfolio, led by the Programme Leader for Military History. Programme Leaders report to the Programme Head of Arts & Humanities and are supported by the staff of the Faculty Administration Office. 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 (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on year development are set and effected to enhance programme delivery.</p>	
31	Staff Responsibilities
<p>Permanent staff within the subject area are suitably qualified to teach the modules that comprise the Military History programme. These staff range in grade from hourly paid lecturers (employed on a number of modules) through to lecturers and senior lecturers. Staff are allocated modules through a distribution of 'teaching hours' as part of a university-wide annual workload model; wherever possible staff continue to teach specific modules from one academic year to the next. All permanent staff are expected either to have teaching qualifications or to be recognised as fellows or senior fellows of the Higher Education Academy (HEA).</p> <p>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, and examination papers, are reviewed by the Programme Leader and External Examiner and are made available through the VLE. Marking is undertaken by the module tutor, with cohort moderation, and where required individual 'second marking', being undertaken by another member of the history team. A personal tutor is assigned to all students during the first semester of their first year, and they retain that tutor through to graduation.</p>	
32	Programme Specific Academic Student Support

All students within the subject area of military 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. Military History 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 Excellence 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 final year studies, students attend a group meeting toward the end of the second semester of their Level 5 studies. The character of the Special Subject module is explained and the range of options for the following academic year are outlined (HIS60322). Students are invited to submit their Special Subject choices by the end of the academic year and are informed of the outcome in good time to allow them to undertake preparatory reading through the following summer. The same meeting also introduces the Dissertation module 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 (HIS61022).

33 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

Programme Specific 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.

The Programme recruits additional individual students as 'module champions' to provide feedback on specific module content and learning activities.

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) MILITARY HISTORY: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module	Programme outcomes for LEVEL 4												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS41322 Introduction to History: Ideas, Issues and Approaches	✓	✓	✓	✓					✓		✓		✓
HIS40222 War and Society	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
HIS40322 Bows, Bayonets & Bullets: The Changing Face of Battle	✓	✓	✓	✓	✓		✓		✓	✓	✓		
HIS41022 The First World War	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
HIS41422 The merrie folk of Late Medieval England: from king to the poorest widow 1000-1485	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
HIS40822 The Early Modern British Isles: From Reformation to Revolution	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
HIS40922 At War with Itself: The United States from Civil Rights to Vietnam	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓
HIS412_1.1 The British Army: Continuity & Change	✓	✓	✓	✓	✓		✓		✓	✓	✓		

Module	Programme outcomes for LEVEL 5												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS50122 'War! What is it Good For?': The Ethics of Conflict – Historical Perspectives	✓	✓	✓	✓	✓		✓			✓	✓		✓
HIS50222 Soldiers, Sailors and Ships: Warfare in the Long 19 th Century	✓	✓	✓	✓	✓		✓		✓	✓	✓		
HIS50322 The Civilian in War: The British Home Front during the Second World War	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS517_1.0 Invented Histories: Understanding Popular Representations of the Past	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	
HIS514_1.1 Applied Public History	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
HIS51522 Blitzkrieg: Armoured Warfare during the Second World War	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	
HIS51622 Fighting Back: The history of (counter)insurgency	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓
HIS50722: The Transformation of the West, 300-900 CE	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

HIS51222: The Long Weekend: Britain between the wars, 1918-1939	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
HIS50822: Creative Destruction: The Atlantic World in the 17th and 18th centuries	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Module	Programme outcomes for LEVEL 6												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HIS60122 Into the Blue: War in the Air	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	
HIS60322 Special Subject	✓	✓	✓	✓	✓		✓		✓	✓	✓		
HIS60422 The Sun Never Set and the Blood Never Dried: The British Empire in the 19 th Century	✓	✓	✓	✓	✓		✓		✓	✓	✓		
HIS613_1.1 The Global Cold War: 1945-1991	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	
HIS61022 Military History Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HIS61122 Simulating War: The Military-Entertainment Complex	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	

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 able 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

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

<http://www.bishopq.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION G2 (YEARS 2-4) BA (HONS) MILITARY HISTORY

MAP 2

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	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 able 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.bishopq.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H (YEARS 1-4) BA (HONS) MILITARY 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 <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i>

SECTION I (YEARS 1-4) BA (HONS) MILITARY 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 <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						