

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	a. BA (Honors) – History b. BA – History c. Diploma in Higher Education - History d. Certificate in Higher Education
<b>Teaching Institution</b>	
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2011
<b>Date of latest OU (re)validation</b>	2022
<b>Next revalidation</b>	2027
<b>Credit points for the award</b>	BA (Honors):360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	
<b>Underpinning QAA subject benchmark(s)</b>	History
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	None
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	

<b>Duration of the programme for each mode of study</b>	FT-5 years
<b>Dual accreditation (if applicable)</b>	NEASC Accredited
<b>Date of production/revision of this specification</b>	February, 2022

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

### **Mission:**

History, a core discipline of the Liberal Arts, offers students the opportunity to study the past in all its richness and diversity. Our modules cover a wide range of civilizations from antiquity to the modern period addressing political, social, and cultural themes in history. Our students graduate with outstanding communication skills, critical and analytical abilities, and emotional intelligence, and are educated to enter a wide variety of careers. Our coherent, flexible, and interdisciplinary curriculum allows students to study history along with other complementary subjects, such as archaeology, classics, anthropology, and international relations.

### **Educational Aims and Objectives:**

1. Understand the development of history as a subject and the different approaches and methodologies that have been used to understand, reconstruct, and interpret the past
2. Become critically aware of the periodisation of history and of the major transitions in the process of modernization
3. Develop an awareness of historical continuity and/or change over extended time spans
4. Understand the process of historical research, learning discipline-specific methods that spring from the different historical schools of thought.
5. Appreciate interdisciplinary and comparative perspectives in understanding different past societies and cultures and their historical context
6. Acquire skills in comprehension, critical analysis, and interpretation of primary and secondary sources
7. Undertake independent research and communicate your findings both orally and in writing with clarity, fluency, and coherence.

8. Pursue academic integrity in historical research and demonstrate effective teamwork, group communication and respect for others reasoned views

### **Learning outcomes**

#### **A. Knowledge and understanding**

A1. Understand the development of History as a discipline and the variety of approaches and methodologies to constructing and, interpreting the past as well as a knowledge of concepts and theories derived from humanities and social sciences.

A2. Demonstrate command of a significant body of historical knowledge and awareness of the diversity of human experiences in different periods, societies, and cultures

A3. Interrogate and reflect critically and contextually upon contemporary texts and other primary sources.

A4. Understand the ethical dimensions of historical study, writing and research and appreciate the interdisciplinary nature of Historical studies as well as the connections between History and related fields such as Archaeology, Art History, Classics, Anthropology, Politics, and International Relations.

#### **B. Cognitive Skills**

B1. Appreciate the complexity of reconstructing, understanding, and interpreting the past and the often problematic and varied nature of historical contexts and evidence.

B2. Illustrate critical, reflective, and argumentative skills when approaching historical questions and problems, including complex ones to which there is no single solution, through discussion, debate, and written analysis

B3. Recognise comparative perspectives, including the ability to appreciate continuity and change over extended time periods and to compare different countries, societies, or cultures

B4. Obtain intellectual independence by formulating focused questions about the past and by providing answers to them using valid and relevant evidence and arguments

#### **C. Practical and professional skills**

C1. Acquire critical, analytical, and interpretative skills both in oral and written form, and ability to frame, develop and sustain arguments clearly and comprehensively

C2. Acquire effective communicative skills, such as clarity, fluency, and concision to engage in debate both in academic and public contexts

C3. Undertake independent research in the form of short essays, reports, presentations, and longer papers

C4. Build team-working skills in preparing and contributing to seminar discussions in co-operation with other students.

#### D. Key transferable skills

- D1. Display reflexivity by the ability to gather, select, organize, and synthesise a substantial and diverse body of information
- D2. Demonstrate effective communicative and interpersonal skills as well as advanced independence of thought and critical judgement
- D3. Construct complex and sophisticated arguments, in both written and oral forms, including extended pieces of historical writing
- D4. Use of information technology for bibliographic and archival research as well as to answer questions and present findings

#### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme that consists of 121 US credits, comprising 43 credits of General Education credits, 66 credits of Concentration, and 12 credits of Electives.

Liberal Education (distributive requirements) . . . . .43

##### Core modules

Academic Writing . . . . .	6
Integrated Academic Writing, Research and Ethics. . . . .	3
Public speaking or professional communication or equivalent. . . . .	3
Mathematics (basic statistics, college algebra, OR higher) . . . . .	3
Introduction to information systems or equivalent computer literacy course. . . . .	3
Any Natural Sciences course with a lab . . . . .	4
(selected from: biology, chemistry, environmental studies, geology, oceanography, physical science and physics)	

##### Liberal Education Electives

One course in Natural Sciences (without a Lab) . . . . .	3
One course in Fine and Performing Arts. . . . .	3
Three courses in Social and Behavioural Sciences . . . . .	9
(Selected from at least two of the following: anthropology, economics, political science, psychology, sociology)	
Two courses in Humanities . . . . .	6
(Selected from at least two of the following: archaeology, art history, history, literature, classical literature, music, philosophy, theatre history)	

#### LIBERAL EDUCATION-MISSION

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly

changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open-mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

#### LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

##### 1. Communication and Information Literacy

1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.

1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.

1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.

1.4 Demonstrate a mastery of the basic skills in information technology.

##### 2. Social Responsibility and Civic Engagement

2.1 Discuss issues of identity and inclusion.

2.2 Explain different dimensions of sustainability and how it relates to one's discipline.

2.3 Discuss ways of responsible civic engagement.

2.4 Engage in activities that serve the needs of the local and global community.

2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

##### 3. Cultural and Global Perspectives

3.1 Discuss world history or sociocultural traditions from different perspectives.

3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.

3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.

3.4 Discuss issues of cultural diversity.

##### 4. Ethics and Values

4.1 Explain the importance of values in our venture to understand the world.

4.2 Identify ethical issues in different contexts, especially in one's major course of study.

4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.

4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

##### 5. Aesthetic Expression

5.1 Discuss the main themes, symbols, and means of expression in various art forms.

5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.

5.3 Reflect on the outcomes of an artistic work.

5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.

6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.

6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.

6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.

7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

2.4 List of all exit awards

BA (Honors) – History  
BA (Ordinary) – History  
Diploma in Higher Education - History  
Certificate in Higher Education

**3. Programme structure and learning outcomes**  
*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
HY 2038 Introduction to Historical Studies	15	<b>Humanities Option- one from below</b>  EN 2218 Texts and Contexts CL 2010 Ancient Greek and Roman Epic poetry PH 1000 Introduction to Philosophy	15		
HY 2034 History of Ancient Greece	15	<b>Social Sciences Option- one from below</b>  AN 1003 Cultural Anthropology PO 2000 International Organizations SO 1001 Sociology of Modern Life	15		
HY 2015 History of the Roman Empire	15				
HY 2023 Byzantine History and Civilization	15				
HY 2039 The United States of America: From a British colony to a Global Superpower	15				
IR 2015 Modern European History and Politics	15				



Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Understand the development of History as a discipline and the variety of approaches and methodologies to constructing and interpreting the past as well as a knowledge of concepts and theories derived from humanities and social sciences.</p> <p>A2 Demonstrate command of a significant body of historical knowledge and awareness of the diversity of human experiences in different periods, societies, and cultures</p> <p>A3 Understand the ethical dimensions of historical study, writing and research and appreciate the interdisciplinary nature of Historical studies as well as the connections between History and related fields such as Archaeology, Art History, Classics, Anthropology, Politics, and International Relations.</p>	<p>HY 2039; HY 2023; HY 2015; HY 2034; PO 2000; A1 &amp; A3: Essay on a selected topic (800 words- prerequisite for the summative assessment) P/F Essay on the same selected topic that has incorporated the instructor's feedback (1200 words (30%))</p> <p>HY 2039; HY 2023; HY 2015; HY 2034; PO 2000; A1 &amp; A3: A small reflection piece on how feedback helped in changing the essay 500 words (10%)</p> <p>HY 2039; HY 2023; HY 2015; HY 2034; PO 2000; A1 &amp; A2: Final examination (two-hour) (60%)</p> <p>HY 2039; A1 &amp; A2: Reflection Essay (10%)</p> <p>HY2038; A1 &amp; A2 &amp; A3: Book/Article Review (1,200 words) (50%)</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
B1 Appreciate the complexity of reconstructing, understanding, and interpreting the past and the often problematic and varied nature of historical contexts and evidence.	HY2039; HY2023; HY2015; HY2034; PO2000; B1 & B2: Essay on a selected topic (800 words- prerequisite for the summative assessment) P/F Essay on the same selected topic that has incorporated the instructor's feedback (1200 words (30%))

<b>3B. Cognitive skills</b>	
<p>B2 Recognise comparative perspectives, including the ability to appreciate continuity and change over extended time periods and to compare different countries, societies, or cultures</p>	<p>HY2039; HY2023; HY2015; HY2034; PO2000 B1 &amp; B2: Final examination (two-hour) (60%)</p> <p>HY 2038; B1 &amp; B2: Reflection Essay on an assigned reading (700 words) (15%)</p> <p>HY 2038; B1: Book/Article Review (1,200 words) (50%)</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Acquire critical, analytical, and interpretative skills both in oral and written form, and ability to frame, develop and sustain arguments clearly and comprehensively</p> <p>C2 Undertake independent research in the form of short essays, reports, presentations, and longer papers</p>	<p>HY2039; HY2023; HY2015; HY2034; PO2000: C1 &amp; C2: Essay on a selected topic (800 words- prerequisite for the summative assessment) P/F Essay on the same selected topic that has incorporated the instructor's feedback (1200 words (30%)</p> <p>HY2039; HY2023; HY2015; HY2034; PO2000: C1: A small reflection piece on how feedback helped in changing the essay 500 words (10%)</p> <p>HY2039; HY2023; HY2015; HY2034; PO2000: C1: Final examination (two-hour) (60%)</p> <p>HY 2038; C1: Reflection Essay on an assigned reading 700 words (15%)</p>

<b>3C. Practical and professional skills</b>	
	HY 2038; C1 & C2: Book/Article Review (1,200 words) (50%)

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Display reflexivity by the ability to gather, select, organize, and synthesise a substantial and diverse body of information</p> <p>D2 Use of information technology for bibliographic and archival research as well as to answer questions and present findings</p>	<p>HY 2038: D1 &amp; D2: Annotated Bibliography 1000 words (35%)</p> <p>HY2039; HY2023; HY2015; HY2034; PO2000            D1: Essay on a selected topic (800 words- prerequisite for the summative assessment) P/F            Essay on the same selected topic that has incorporated the instructor's feedback (1200 words (30%)</p> <p>HY2039; HY2023; HY2015; HY2034; PO2000;            D1: A small reflection piece on how feedback helped in changing the essay 500 words (10%)</p> <p>HY2039; HY2023; HY2015; HY2034; PO2000;            D1: Final examination (two-hour) (60%)</p> <p>HY 2038; D1: Reflection Essay on an assigned reading 700 words (15%)</p>

3D. Key/transferable skills	
	<p>HY 2038; D1 &amp; D2: Book/Article Review (1,200 words) (50%)</p> <p><u>Learning and Teaching Strategy:</u></p> <p>For all the above level 4 courses:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, interactive learning with the use of visual material and class discussions.</li> <li>• Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.</li> <li>• Use of a Blackboard site, where instructors can post lecture notes, assignment instructions, timely announcements, and additional resources.</li> </ul>

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]**

**Certificate in Higher Education in History**

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
HY 3146 Investigating History	15	<b>History Option- one from below</b>	15		
HY 3040 History of Russia to 1900	15				
HY 3060 Greece: the birth of a modern nation	15	HY 3026 Middle East: Power and Ideology			
HY 3033 Europe and Islam	15				
HY 3147 Topics in History	15	HY 3021 Alexander's Legacy: The Hellenistic World			
HY 3044 European Empires and decolonization	15				
PH3022 Social and Political Philosophy	15	HY3005 Intellectual History of Modern Europe			

**Intended learning outcomes at Level 5 are listed below:**

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1. Understand the development of History as a discipline and the variety of approaches and methodologies to constructing and, interpreting the past as well as a knowledge of concepts and theories derived from humanities and social sciences.</p> <p>A2. Demonstrate command of a significant body of historical knowledge and awareness of the diversity of human experiences in different periods, societies, and cultures</p> <p>A3. Understand the ethical dimensions of historical study, writing and research and appreciate the interdisciplinary nature of Historical studies as well as the connections between History and related fields such as Archaeology, Art History, Classics, Anthropology, Politics, and International Relations.</p>	<p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; A1 &amp; A2 Term Essay (2000 words) (40%)</p> <p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; A1 &amp; A2 Final Examination (2 hour-essay type questions) (50%)</p> <p>HY 3146; A3 Bibliographic Essay (2,500 words) that critically reviews the secondary literature on a specific topic (60%)</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1. Appreciate the complexity of reconstructing, understanding, and interpreting the past and the often problematic and varied nature of historical contexts and evidence.</p>	<p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; B2 Group project (10%)</p> <p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; B1 &amp; B2 &amp; B3 Term Essay (2000 words) (40%)</p>

<b>3B. Cognitive skills</b>	
<p>B2. Illustrate critical, reflective, and argumentative skills when approaching historical questions and problems, including complex ones to which there is no single solution, through discussion, debate, and written analysis</p> <p>B3. Recognise comparative perspectives, including the ability to appreciate continuity and change over extended time periods and to compare different countries, societies, or cultures</p>	<p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; B1 &amp; B2 &amp; B3 Final Examination (2 hour-essay type questions) (50%)</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1. Acquire critical, analytical, and interpretative skills both in oral and written form, and ability to frame, develop and sustain arguments clearly and comprehensively</p> <p>C2. Acquire effective communicative skills, such as clarity, fluency, and concision to engage in debate both in academic and public contexts</p> <p>C3. Undertake independent research in the form of short essays, reports, presentations, and longer papers</p> <p>C4. Build team-working skills in preparing and contributing to seminar discussions in co-operation with other students.</p>	<p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; C1 &amp; C2 &amp; C4 Group project (10%)</p> <p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; C1 &amp; C3 Term Essay (2000 words) (40%)</p> <p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; C1 Final Examination (2-hour essay type questions) (50%)</p> <p>HY 3146; C2 &amp; C4 Portfolio of Assessments (Podcast/video presentations) (30%)</p> <p>HY 3146; C1 &amp; C2 &amp; C4 Oral presentation of Bibliographic Essay (10%)</p>



<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1. Display reflexivity by the ability to gather, select, organize, and synthesise a substantial and diverse body of information</p> <p>D2. Demonstrate effective communicative and interpersonal skills as well as advanced independence of thought and critical judgement</p> <p>D3. Use of information technology for bibliographic and archival research as well as to answer questions and present findings</p>	<p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; D1 &amp;D2 Group project (10%)</p> <p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; D1 &amp;D2 &amp;D3 Term Essay (2000 words) (40%)</p> <p>HY 3005; HY 3021; HY 3026; HY3044; HY3147; HY3040; HY3060; HY3033; D1 Final Examination (2-hour essay type questions) (50%)</p> <p>HY 3146; D1 &amp; D2 &amp;D3 Portfolio of Assessments (Podcast/video presentations) (30%)</p> <p>HY 3146; D3 Bibliographic Essay (2,500 words) that critically reviews the secondary literature on a specific topic (60%)</p> <p>HY 3146; D2 Oral presentation of Bibliographic Essay (10%)</p> <p><u>Learning and Teaching Strategy:</u></p> <p>For all the above level 5 courses:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, interactive learning with the use of visual material and class discussions.</li> <li>• Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.</li> </ul>

<b>3D. Key/transferable skills</b>	
	<ul style="list-style-type: none"> <li>• Use of a Blackboard site, where instructors can post lecture notes, assignment instructions, timely announcements, and additional resources.</li> <li>• Besides the summative assessment outlined above, In most courses, students are given the opportunity to have formative assessments in the form of take-home assignments, or diagnostic coursework, or group project CV` in class.</li> </ul>

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

**Diploma in Higher Education in History**

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
HY4061 Greece in the 20 <sup>th</sup> century HY4053 A Global History of the Cold War	15 15	<b>History option: one from below</b> HY4049: Late Antique Cultures	15		

<b>Programme Structure - LEVEL 6</b>					
HY4048 Public History	15	HY4054 Thucydides and War Strategies	15		
HY4456 Dissertation I	10	<b>Social science/humanities option: One from below</b>			
HY4557 Dissertation II	20	IR4255 Geopolitics			
HY4055 Advanced Topics in History	15	IR4250 Asia in World Affairs			
		IR4140 Greece and the World			
		PO4025 Terrorism and Political Violence			
		PH4135 Philosophy of History			
		PH4121 Plato and Aristotle			

Intended learning outcomes at Level 6 are listed below:

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
A1. Understand the development of History as a discipline and the variety of approaches and methodologies to constructing and, interpreting the past as well as a knowledge of concepts and theories derived from humanities and social sciences.	HY4061; HY4053; HY4055; HY4049; HY4054; A1 & A2 Term Paper (3000 words) (50%)
A2 Demonstrate command of a significant body of historical knowledge and awareness of the diversity of human experiences in different periods, societies, and cultures	HY4061; HY4053; HY4055; HY4049; HY4054; A1 & A2 Final examination (2-hour comprehensive with essay questions and responses to gobbets) (40%)
A3. Interrogate and reflect critically and contextually upon contemporary texts and other primary sources.	HY4456; A1 & A2 & A3 Dissertation Proposal (2,500 words including bibliography) (100%); HY4557; A1 & A2 & A3 Dissertation (8000 words including footnotes but excluding bibliography and appendix) (80%)

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1. Appreciate the complexity of reconstructing, understanding, and interpreting the past and the often problematic and varied nature of historical contexts and evidence.</p> <p>B2. Illustrate critical, reflective, and argumentative skills when approaching historical questions and problems, including complex ones to which there is no single solution, through discussion, debate, and written analysis</p> <p>B3. Recognise comparative perspectives, including the ability to appreciate continuity and change over extended time periods and to compare different countries, societies, or cultures</p> <p>B4. Obtain intellectual independence by formulating focused questions about the past and by providing answers to them using valid and relevant evidence and arguments</p>	<p>HY4061; HY4053; HY4055; HY4049; HY4054; B1 &amp; B2 &amp;B3 &amp;B4 Oral presentations and participation (10%)</p> <p>HY4061; HY4053; HY4055; HY4049; HY4054; B1 &amp; B2 &amp;B3 &amp;B4 Term Paper (3000 words) (50%)</p> <p>HY4061; HY4053; HY4048; HY4055; HY4049; HY4054; B1 &amp; B2 &amp;B3 &amp;B4 Final examination (2-hour comprehensive with essay questions and responses to gobbets) (40%)</p> <p>HY4048; B3 &amp;B4 Digital Artefact (60%)</p> <p>HY4048; B3 &amp;B4 Written interpretation (1,500 words) (40%)</p> <p>HY4456; B3&amp; B4 Dissertation Proposal (2,500 words including bibliography) (100%)</p>

<b>3B. Cognitive skills</b>	
	HY4557; B1 & B2 & B3 & B4 Dissertation (80%)  HY4557; B1 & B2 & B3 & B4 Dissertation oral defence (20%)

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1. Acquire critical, analytical, and interpretative skills both in oral and written form, and ability to frame, develop and sustain arguments clearly and comprehensively</p> <p>C2. Acquire effective communicative skills, such as clarity, fluency, and concision to engage in debate both in academic and public contexts</p> <p>C3. Undertake independent research in the form of short essays, reports, presentations, and longer papers</p> <p>C4. Build team-working skills in preparing and contributing to seminar discussions in co-operation with other students.</p>	<p>HY4061; HY4053; HY4055; HY4049; HY4054; C1&amp;C2&amp; C4 Oral presentations and participation (10%)</p> <p>HY4061; HY4053; HY4055; HY4049; HY4054; C1 &amp; C3 Term Paper (3000 words) (50%)</p> <p>HY4061; HY4053; HY4055; HY4049; HY4054; C1 &amp; C3 Final examination (2-hour comprehensive with essay questions and responses to gobbets) (40%)</p> <p>HY4048 Public History; C2 &amp; C4 Digital Artefact (60%)</p> <p>HY4048; C3 Written interpretation (1,500 words) (40%)</p> <p>HY4456; Dissertation Proposal (2,500 words including bibliography) (100%);</p> <p>HY4557; C1&amp;C2&amp; C3 Dissertation (80%)</p> <p>HY4557; C1&amp; C2&amp; C3 Dissertation oral defence (20%)</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1. Display reflexivity by the ability to gather, select, organize, and synthesise a substantial and diverse body of information</p> <p>D2. Demonstrate effective communicative and interpersonal skills as well as advanced independence of thought and critical judgement</p> <p>D3. Construct complex and sophisticated arguments, in both written and oral forms, including extended pieces of historical writing</p> <p>D4. Use of information technology for bibliographic and archival research as well as to answer questions and present findings</p>	<p>HY4061; HY4053; HY4055; HY4049; HY4054; D2 &amp; D3 &amp; D4 Oral presentations and participation (10%)</p> <p>HY4061; HY4053; HY4055; HY4049; HY4054; D1 &amp; D3 &amp; D4 Term Paper (3000 words) (50%)</p> <p>HY4061; HY4053; HY4055; HY4049; HY4054; D1 &amp; D3 &amp; D4 Final examination (2-hour comprehensive with essay questions and responses to gobbets) (40%)</p> <p>HY4048; D2 &amp; D4 Digital Artefact (60%)</p> <p>HY4048; D1 &amp; D4 Written interpretation (1,500 words) (40%)</p> <p>HY4456; Dissertation Proposal (2,500 words including bibliography) (100%); HY4557; D1 &amp; D3 &amp; D4 Dissertation (80%)</p> <p>HY4557; D2 &amp; D3 &amp; D4 Dissertation oral defence (20%)</p>

3D. Key/transferable skills	
	<p><u>Learning and Teaching Strategy:</u> For all the above level 6 courses:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, and student-led classes with interactive learning, use of visual material and in class assignments.</li> <li>• Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.</li> <li>• Use of a Blackboard site, where instructors can post lecture notes, assignment instructions, timely announcements, and additional resources.</li> </ul>

**[Please insert here title of exit awards(s) at Level 6]**  
**BA (Ordinary) History**

**BA (Hons) History**

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

- There are no restrictions regarding the availability of elective modules
- The internship placement in the US degree does not affect progression

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

N/A

#### 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

N/A

#### 7. Language of study



English

9. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

10. For apprenticeships in England End Point Assessment (EPA).  
(*Summary of the approved assessment plan and how the academic award fits within this and the EPA*)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Deree faculty comprises of experienced professionals active in their respective fields through their research, publications, think-tank work and other forms of professional engagement. Significant body of research has been garnered by Deree faculty in the fields of learning innovation and pedagogy. Recognizing the need of a structured holistic approach to teaching and learning, over the past years, Deree has been implementing a variety of initiatives aimed at boosting the faculty's teaching excellence geared toward maintaining high standards and their comparability across sections, modules, and schools. An important component of this strategy was driven by the recognition that new members of the faculty must be socialized with the sophisticated, induced with best standard emulated by the OU, Deree teaching culture.

A wide range of activities took place aiming to raising staff awareness with regards to the College's emphasis on pedagogy and research. Lectures, workshops, and seminars were organized by the College and were well-attended by the staff of all departments/areas.

Recognizing the importance of pedagogy and research, the College has established the Deree Teaching and Learning Center, which organizes workshops on current pedagogy, informs faculty about relevant opportunities abroad and seeks external funding for such purposes among other things. It also assists departments with

planning and monitoring implementation of a series of events (e.g. lectures, workshops, symposia, round-table discussions, colloquia, retreats) every semester.

10. Changes made to the programme since last (re)validation	
<b>HISTORY REVALIDATION 2016</b>	<b>HISTORY REVALIDATION 2022</b>
<b>LEVEL 4</b>	<b>LEVEL 4</b>
<b>Core modules</b>	<b>Core modules</b>
	HY2038: Introduction to Historical Studies (previously: Writing about history-non OU validated)
HY2034: History of Ancient Greece	HY2034: History of Ancient Greece
HY2015: History of Rome	HY2015: History of the Roman Empire
HY2028: The birth of modern Europe <b>OR</b> HY2023: Byzantium	HY2023: Byzantine History and Civilization
HY2070: American History I HY2071: American History II	HY2039: The United States of America: From a British colony to a Global Superpower (previously: American History I & II)
HY2080: Great Britain	IR2015: Modern European History and Politics
<b>Optional Modules:</b>	<b>Optional Modules:</b>
<b>ONE OF THE FOLLOWING L4 HUMANITIES:</b> AH2019: Pausanias and the Archaeology of Greece CL2010: Greek and Roman Epic Literature in Translation PH1000: Introduction to Philosophy	<b>ONE OF THE FOLLOWING L4 HUMANITIES:</b> EN2218: Texts and Contexts CL2010: Ancient Greek and Roman Epic poetry (previously: Greek and Roman Epic Literature in Translation) PH1000: Introduction to Philosophy
<b>ONE OF THE FOLLOWING L4 SOCIAL SCIENCES:</b> AN1000: Introduction to Anthropology PO2000: Political Organization PO2001: Political Behavior PO2004: Diplomacy PS1001: Psychology as a social science SO1000: Introduction to Sociology	<b>ONE OF THE FOLLOWING L4 SOCIAL SCIENCES:</b> AN1003: Cultural Anthropology PO2000: International Organizations (previously: Political Organization) SO1001: Sociology of modern life
<b>LEVEL 5</b>	<b>LEVEL 5</b>
<b>Core modules</b>	<b>Core modules</b>
HY3005: Intellectual History of Modern Europe	HY3146: Investigating History (previously:HY 4391: Historiography; downgraded to L5 NEW COURSE)
HY3031: Slaves and Slavery in the US <b>OR</b>	HY3040: History of Russia to 1900

HY3036: Modern European Antisemitism and the Holocaust	
HY3060: Greece: The Birth of a modern nation	HY3060: Greece: The Birth of a modern nation
HY3061: Modern Greece: a troubled history	HY3033: Europe and Islam (700-1500 AD) (NEW COURSE)
<b>ONE OF THE FOLLOWING:</b> HY3002: Great thinkers and their ideas HY3009: The Spartans HY3021: Alexander III The Great	HY3044: European Empires and decolonization (NEW COURSE)
<b>ONE OF THE FOLLOWING:</b> HY3019: Cyprus and the Near East HY3030: Survey of Chinese Civilization HY3026: Middle East: A crossroad HY3040: History of Russia to 1900	HY3146: Topics in History (NEW: CONTAINER COURSE)
	<b>L5 HUMANITIES:</b> PH3022: Social and Political Philosophy
<b>Optional Modules</b>	<b>Optional Modules</b>
<b>ONE OF THE FOLLOWING L5 SOCIAL SCIENCES:</b> AN3320: Intercultural Communication PO3010: Political Theory I PO3011: Political Theory II PO3031: International Relations SO3115: Sociology of Globalization SO/JS3038: Criminology	<b>ONE OF THE FOLLOWING L5 HISTORY:</b> HY3021 Alexander's Legacy: The Hellenistic World (previously: Alexander III the Great) HY3026: Middle East: Power and Ideology (previously: Middle East: A crossroad) HY3005-Intellectual History of Modern Europe
<b>ONE OF THE FOLLOWING L5 HUMANITIES:</b> AH3021: The Bronze Age of Greece AH3029: Discourse, display and design in the Greek sanctuary	
<b>LEVEL 6 Core Modules</b>	<b>LEVEL 6 Core Modules</b>
HY4050: The Age of Enlightenment	HY4061: Greece in the 20 <sup>th</sup> century (previously Modern Greece: a troubled history; upgraded to L6)
HY4053: Contemporary History: From World War II to Vietnam	HY4053: A global history of the Cold War (previously: Contemporary History: From World War II to Vietnam)
HY4052: Total War in Europe	HY4048: Public History (NEW COURSE)

HY4391: Historiography	HY4456: Dissertation I (NEW COURSE)
HY4493: Selected Topics	HY4557: Dissertation II (NEW COURSE)
<b>THREE OF THE FOLLOWING:</b> AH4132: Audiences for display: Theory and Practice in Archaeological and Heritage display PO4025: Terrorism and political violence HY4032: Trade in the Ancient Mediterranean HY4041: Russia and the USSR HY4051: Revolution and Nationalism in Europe HY4072: America in World Affairs HY4074: Democracy and Imperialism	HY4055: Advanced Topics in History (NEW CONTAINER COURSE)
	<b>Optional Modules</b>
	<b>ONE OF THE FOLLOWING L6 HISTORY:</b> HY4049: Late Antique Cultures (NEW COURSE) HY4054: Thucydides and War Strategies (NEW COURSE)
	<b>ONE OF THE FOLLOWING L6 MODULES:</b> IR4255: Geopolitics IR4250: Asia in World Affairs IR4140: Greece and the World PO4025: Terrorism and Political Violence PH4135: Philosophy of History PH4121: Plato and Aristotle

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

### Annexe 1 – Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
4	HY2038: Introduction to Historical Studies	x	x	x						x	x							x								x	x						
	HY2034: History of Ancient Greece	x	x	x						x	x							x								x	x						
	HY2015: History of the Roman Empire	x	x	x						x	x							x								x	x						
	HY2023: Byzantine History and Civilization	x	x	x						x	x							x								x	x						
	HY2039: The United States of America: From a British colony to a Global Superpower	x	x	x						x	x							x								x	x						
	IR2015: Modern European History and Politics																		x														
	PO2000: International Organizations	x	x	x							x	x							x								x	x					

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
5	HY3146: Investigating History	x	x	x														x		x	x					x	x	x					
	HY3040: History of Russia to 1900	x	x							x	x	x						x	x	x	x					x	x	x					
	HY3060: Greece: the birth of a modern nation	x	x							x	x	x						x	x	x	x					x	x	x					
	HY3033: Europe and Islam	x	x							x	x	x						x	x	x	x					x	x	x					
	HY3044: European Empires and decolonization	x	x							x	x	x						x	x	x	x					x	x	x					
	HY3147: Topics in History	x	x							x	x	x						x	x	x	x					x	x	x					
	PH3022: Social and Political Philosophy																																
	HY3021 Alexander's Legacy: The Hellenistic World	x	x							x	x	x							x	x	x	x					x	x	x				
	HY3026: Middle East: Power and Ideology	x	x							x	x	x							x	x	x	x					x	x	x				
	HY3005: Intellectual History of Modern Europe	x	x							x	x	x							x	x	x	x					x	x	x				

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
6	HY4061: Greece in the 20 <sup>th</sup> century	x	x	x						x	x	x	x					x	x	x	x					x	x	x	x					
	HY4053: History of the Global Cold War	x	x	x						x	x	x	x					x	x	x	x					x	x	x	x					
	HY4048: Public History									x	x	x	x					x	x	x	x					x	x		x					
	HY4456: Dissertation I	x	x	x						x	x	x	x					x	x	x						x		x	x					
	HY4557: Dissertation II	x	x	x						x	x	x	x					x	x	x						x		x	x					
	HY4055: Advanced Topics in History	x	x	x						x	x	x	x					x	x	x	x					x	x	x	x					
	HY4049: Late Antique Cultures	x	x	x						x	x	x	x					x	x	x	x					x	x	x	x					
	HY4054: Thucydides and War Strategies	x	x	x						x	x	x	x					x	x	x	x					x	x	x	x					

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.