



Course Specification

A. Course Information																								
Final award title(s)	BA (Hons) History																							
Intermediate exit award title(s)	BA History DipHE History CertHE History																							
UCAS Code		Course Code(s)	4813																					
	London South Bank University																							
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS																							
Division	Social Science																							
Course Director	Charlotte Clements																							
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																							
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify																							
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3</td> <td>Sept</td> <td>June</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	3	Sept	June	Full time with placement/ sandwich year				Part time				Part time with Placement/ sandwich year						
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	Full time	3	Sept	June																				
	Full time with placement/ sandwich year																							
	Part time																							
	Part time with Placement/ sandwich year																							
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes x No																							

	Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.	
Approval dates:	Course(s) validated / Subject to validation	
	Course specification last updated and signed off	September 2020
Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> • The History degree allows students to develop their interest in political, social and cultural histories with a particular focus on modern and contemporary History and with a view to engaging in historical practice. • The History degree considers diverse experiences of past lives, with a particular focus on gender, ethnicity and sexuality. • The History degree makes use of our central London location to the British Library, the Imperial War Museum and the Institute of Historical Research. Students will visit these venues as well as other London archives and libraries including the Wiener Library, the Women's Library @LSE and the Black Cultural Archive. • The History degree is taught by highly experienced historians with national and international reputations in their fields of expertise. Our teaching is at the cutting edge of historical debate as it is based on original research and scholarship. • Our teaching methods are varied and innovative. For example, students will use a wide range of sources and methods throughout their studies including: digital resources, social media (for example twitter), blogs, as well as more traditional teaching and learning methods such as presentations, group work, essay writing and a research project. 	

	<ul style="list-style-type: none"> • The History degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos. • Optional modules allow students to tailor the degree to their own interests and future career ambitions. • The optional work placement module provides a firm link between the academy and the world of work and emphasises our commitment to enhancing students' employability and vocational skills. • The History degree encourages a link between historical knowledge and practice and an understanding of how the past influences current policy.
Course Aims	<p>The BA (Hons) History aims to:</p> <ul style="list-style-type: none"> • provide a rigorous and rewarding educational experience in the field of History, taught through an up-to-date curriculum based on original scholarship and research; • enable students from a variety of educational and personal backgrounds to acquire a critical understanding of History; • develop and sharpen students' cognitive, analytical, critical, communicative and interpretative skills and their ability to translate these into research practice in the field of History; • encourage an appreciation of the importance of, and an ability to use, complex theoretical ideas and historiographical debates in the study of History; • enable students to acquire and develop a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education; • enhance students' employment opportunities by developing their capacity to initiate and carry through complex academic and professional tasks both individually and with others; • introduce students to e-learning and digital literacy in line with most recent subject benchmarks; • enable history students to transfer their historical knowledge and skills to a wide variety of audiences in the public domain after graduation; • give students an understanding of the importance of and an opportunity to engage in independent study; • Develop in students an understanding of issues concerning equality, diversity and ethical considerations in their studies.
Course Learning Outcomes	<p>Knowledge and understanding A1 the nature of modern History including definitions of historical research and historiography and the differing approaches to the study of modern History;</p>

A2 a range of key concepts, theories, methods and debates employed in the study of modern History, their application and the strengths and weaknesses of differing approaches;

A3 how people have existed, acted, thought and shaped modern History in a diversity of past contexts;

A4 how to locate primary sources, to read and analyse texts and other documents, both critically and empathically, while addressing questions of categorisation, content, perspective, diversity, equality and purpose;

A5 the requirements for carrying out independent research in the field of modern History, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence and ethical considerations;

A6 the problematic nature of historical interpretation, specifically in relation to contrasting ideological perspectives, the interpretation of complex, ambiguous, conflicting and often incomplete evidence

Intellectual skills

B1 synthesise a range of information and data from a variety of sources related to issues and debates in History;

B2 critically analyse a range of historical concepts, principles and practices and their application at both national and international levels;

B3 evaluating cause and effect in History;

B4 assessing and evaluating continuity and change throughout the historical periods studied;

B5 developing a reasoned argument with an n ability to be self-critical, aware of and critically evaluate one’s own assumptions, ideas and values.

Transferable skills

D1 retrieval of information and ideas effectively and critically from a variety of primary and secondary sources, including internet and social media sources;

D2 presentation in written and oral form of complex information and ideas in a cogent fashion;

D3 development of digital literacy skills;

D4 demonstration of self-discipline; self-direction; independence of mind; drive and initiative;

D5 appreciation that historical problems are often multi-faceted and interconnected and require thoughtful, creative and logical approaches.

Cert HE History

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Practical Skills

- C1** utilise effectively primary sources including visual, digital and material sources, whilst making particular use of local resources;
- C2** communicate with others, in written, oral and other forms, demonstrating clarity of thought and critical understanding of issues and concepts relevant to the study of History;
- C3** produce work (within quality and time frameworks) involving problem-solving and evaluation, drawing on supporting historical evidence;
- C4** retrieve, sift, synthesise and analyse material from a wide range of historical and historiographical sources, and present findings in a clear and balanced manner;
- C5** identify appropriate practices within a professional and ethical framework.
- Transferable skills**
- D1** retrieval of information and ideas effectively and critically from a variety of primary and secondary sources, including internet and social media sources;
- D2** presentation in written and oral form of complex information and ideas in a cogent fashion;
- D3** development of digital literacy skills;
- D4** demonstration of self-discipline; self-direction; independence of mind; drive and initiative;
- D5** appreciation that historical problems are often multi-faceted and interconnected and require thoughtful, creative and logical approaches.

C. Teaching and Learning Strategy

A1 – A6 are woven into modules at all levels. Level 4 modules are introductory and lay the foundation for all learning outcomes. Level 5 modules emphasise the substantive and comparative learning outcomes and level 6 modules extend the critical and analytical learning outcomes.

Acquisition of A1 – A6 is, at all levels, through a combination of lectures, seminars, workshops, small group exercises, individual and group projects/activities. These are supplemented by guest speakers from public, private and third sector organisations, as well as academia, which provide additional specialisms and real world contextualisation, as well as by the research project tutorials at level 6.

Interactive seminars and workshops support the lectures and encourage the active participation of students in free and open debate, developing peer learning, the sharing of knowledge and support amongst the diverse student body. Student engagement is further encouraged through the use of small group exercises and the requirement that all students make a seminar presentation at each level.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of *Moodle* and other online teaching methods and resources. The Division of Social Sciences aims to provide a truly 'blended' learning experience extending well beyond the use of the VLE as a mere repository for documents.

D. Assessment

Assessment

The student learning experience is built upon the integration of formative and summative forms of assessment and feedback as central to a student's acquisition of the skills and attributes necessary to achieve the course and module learning outcomes.

Learning outcomes are tested in a variety of ways, with assessments tailored to the requirements of specific modules. Assessment types include: examinations, essay assessments of varying lengths, reports and presentations undertaken individually and in groups, web-based work, policy briefings, research project, poster presentations, research proposals and book reviews.

The increasing emphasis through each level of study on independent learning is reflected in the methods of assessment. Individual and group presentations are assessed, with students given the assessment criteria in advance. Literature reviews encourage students to read in a more critical and focused way and the assessment of their research proposal helps in the development of intellectual skills.

Formative assessment is a central feature of the course modules. It provides an opportunity for developmental feedback and reflection, which help

Promote student engagement in a process of continuous learning. Formative assessment takes a variety of forms, including: informal assessment of work; the provision of commentary on essay plans; the use of online quizzes; feedback based on seminar blogs; and marking of non-assessed work. Peer marking and feedback is another formative assessment method used during the programme.

Additionally in-class debate and discussion provide students and staff with an understanding of the knowledge gained and areas needing further reinforcement and delivery. This will allow reflection on performance and will feed forward into future delivery.

Summative assessment details are included in Appendix C and the Module Statements. The methods used link to the Learning Outcomes that are central to each module and which are mapped in Appendix A. Individual modules teach and develop many of the course learning outcomes listed in this section and therefore Appendix A highlights those principally used to frame the assessment strategy.

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These intellectual skills are tested through examinations and various coursework assignments. As above, formative in-class assessments, together with engagement with the VLE, enable assessment of student learning of these objectives. In terms of summative assessments, the module statements show a range of approaches.

As students' progress through the degree there is an expectation that they will exhibit greater autonomy in their learning, and will refine their intellectual skills, and approach their work in a more critical and analytical way. The range of assessment types reflects these expectations. This process culminates in the Level 6 History Research Project, which is a significant assessment of students' independent research skills.

The variety of assessments reflects the course team's wish to maximise the opportunities for students to display their strengths in different ways.

A variety of assessment methods is used to assess practical skills. In addition to the examination and coursework assessment regime, the assessment of student performance against outcomes C1 – C5 is central to student presentations, assessments and the Level 6 history research project.

Transferable skills are integral to standard coursework assessments at all levels.

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A variety of assessment methods is used to assess practical skills. In addition to the examination and coursework assessment regime, the assessment of student performance against outcomes C1 – C5 is central to student presentations and assessments.

Transferable skills are integral to standard coursework assessments throughout the year.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:
 - A Level BCC (or equivalent);
 - BTEC National Diploma DMM;
 - Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
 - Other equivalent level 3 qualifications
- Mature students will be considered on the basis of their overall qualifications and work experience.

The Cert HE courses are not offered via our normal student marketing, but are an option for students who have applied for the main degree programme but have not met the entry requirements. For entry onto the Cert HE courses applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:
 - A Level DEE (or equivalent);
 - BTEC National Diploma MMP;
 - Access to HE Diploma Pass;
 - Other equivalent level 3 qualifications
- Mature students will be considered on the basis of their overall qualifications and work experience.

For direct entry into Level 5 of the course, applicants will be required to hold:

- 120 credits at Level 4 or above in a relevant subject; or
- LSBU's Certificate in Higher Education in the relevant subject area.

For direct entry into Level 6 of the course, applicants will be required to hold:

- 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area.

For progression from the Cert HE into the main degree students are required to pass all modules (120 credits).

14.2 Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

14.3 Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for an LSBU award. Credit may also be transferred from a previous experience of learning at LSBU. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

The course is delivered on a semester pattern, each semester being of 15 weeks duration. Students study 120 credits (normally 6 modules) at each of Levels 4, 5 and 6. A University module is the equivalent of 200 student study hours. Each module is a self-contained part of the programme of study and normally carries a single credit value. The only exception to this is the Level 6 Research Project, which is a double (40 credit) module.

Core and elective modules

The course involves a set of compulsory (core) modules and a range of elective modules, as identified below. At Level 5 students study two core modules and choose one elective module per semester.

Additional Support for Cert HE Students

Students enrolled onto the Cert HE programmes throughout the School of Law and Social Sciences are offered additional study skills and support throughout the year. This helps students to better transition to University learning requirements and covers key academic skills such as active reading, analysing material, building an argument and critical reflection. More technical aspects such as referencing correctly and avoiding plagiarism are also addressed.

1	The Historians Toolkit	20 credits (core)	Rethinking History	20 credits (core)	BA History– Full time
	Revolutions, Wars and Making the Modern World	20 credits (core)	War and Social Change in the Twentieth Century	20 credits (core)	
	Industry, Empire and Society: Britain 1750-1900	20 credits (core)	Twentieth Century British History: Democracy, Crisis and Modernity	20 credits (core)	
2	Issues in Criminal Justice History	20 credits (core)	London: Local Histories / Global Communities	20 credits (core)	
	Legacies of the British Empire	20 credits (core)	Public History	20 credits (core)	
	One option from: The Making of Modern Society: The Light And The Dark OR Gender, Sexualities and Society OR Global Governance, Regionalism and the Nation-State OR European Politics in Transition	20 credits (options)	One option from: Globalisation and Development OR Work Placement OR Bullets and Borders: Northern Ireland in British History	20 credits (options)	
3	History Research Project			40 credits (core)	
	Two options from: Unfinished Business: The fight for social justice OR Black British History: Concepts and Debates OR Genocide and Crimes Against Humanity OR Diplomacy and Conflict Resolution	20 credits (options)	Two options from: Politics and Protest OR Life and Times in Nazi Germany OR Female Activism: Past and Present OR Contemporary Dynamics of the World	20 credits (options)	

Placements information

H. Course Modules

Reference Code	Module Title	Level	Credit value	Assessment
DSS_4_TH	The Historian's Toolkit	4	20	2000 word mini research project (100%)
DSS_4_RWM	Revolutions, Wars and Making the Modern World	4	20	2000-word essay (100%)
DSS_4_IES	Industry, Empire and Society: Britain 1750-1900	4	20	CW1: 500 word document analysis (including visual images) (30%) to be submitted mid semester.

					CW2: 1,500 essay (70%) to be submitted at the end of the module.
DSS_4_RTH	Rethinking History	4	20		CW1: mid semester literature review (1,000 words, 50%) CW2: end of semester essay (1,000 words, 50%).
DSS_4_WSC	War and Social Change in the Twentieth Century	4	20		2,000 word essay (100% of assessment)
DSS_4_TCB	Twentieth Century Britain: Democracy, Crisis and Modernity	4	20		CW1: Group Presentation (30%) CW2: Object Report - 1500 words (70%)
DSS_5_GRS	Global Governance, Regionalism and the Nation-State	5	20		CW1. International news journal diary (50% of total marks) 2 hour exam (50% of total marks)
DSS_5_ICJ	Issues in Criminal Justice History	5	20		CW1: 3000 word project (100%)
DSS_5_LBE	Legacies of the British Empire	5	20		CW1: 3,000-word mini research project (100%)
DSS_5_MMS	The Making of Modern Society: The Light And The Dark	5	20		2500-word Essay (100%)
DSS_5_PHI	Public History	5	20		CW1 (30%) Presentation CW2 (70%) Production of a piece of public

					history – 2000 words
DSS_5_LL H	London: Local Histories/Global Communities	5	20		CW1: 1500-word public history report (50%) CW2: 1500-word essay (50%)
DSS_5_W P	Work Placement	5	20		CW1: Portfolio (50%) CW2: Reflective Practice Report (1500 words, 50%)
DSS_5_B AB	Bullets and Borders: Northern Ireland in British History		20		CW1: Essay (100%) 3,000 words
DSS_6_DI S	History Research Project	6	40		CW1: 1500 word proposal (15%) CW2: 9000 project (85%)
DSS_6_L TN	Life and Times in Nazi Germany	6	20		CW1: Essay 3,500 words (100% of mark)
DSS_6_U B	Unfinished Business: The fight for Social Justice	6	20		CW1: 1500 word case study (50%) CW2: 1500 word policy brief (50%)
DSS_6_P AP	Politics and Protest	6	20		3 hour seen exam (100%)
DSS_6_G CH	Genocide and Crimes Against Humanity	6	20		3,500-word essay (100%).
DSS_6_F A	Female Activism: Past and Present	6	20		CW1 (50%): A 2,000 word report on one case study Exam (50%): An end of Semester two-hour unseen exam

DSS_6_B H	Black British History	6	20	CW1 (30%) Provocation (1000 words) CW2 (70%) Short Film and Narrative (5mins)
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I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																					
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	
4	The Historians Toolkit	DSS_4_HSM	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
4	Revolutions, Wars and the Making of the Modern World	DSS_4_RWM	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
4	Industry, Empire and Society: Britain 1750-1900	DSS_4_IES	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
4	Rethinking History	DSS_4_HPR	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
4	War and Social Change in the Twentieth Century	DSS_4_WSC	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
4	Twentieth Century British History	DSS_5_TCB	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	Global Governance, Regionalism and the Nation-State	DSS_5_GRS	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A

5	Issues in Criminal Justice History	DSS_5_IC J	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	Legacies of the British Empire	DSS_5_	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	The Making of Modern Society: The Dark and the Light	DSS_5_M MS	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	Public History	DSS_5_P H	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	Twentieth Century London: A History of the Metropolis	DSS_5_T CL	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	Bullets and Borders: Northern Ireland in British History	DSS_5_B AB	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
5	Work Placement	DSS_5_W P				D T A	D T A							D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
6	Life and Times in Nazi Germany	DSS_6_L TN	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
6	Unfinished Business: The fight for Social Justice	DSS_6_U B	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
6	Black History	DSS_6_B H	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
6	Politics and Protest	DSS_6_P AP	D T A	D T A	D T A	D T A	T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A

6	Female Activism: Past and Present	DSS_6_S TC	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
6	Genocide and Crimes Against Humanity	DSS_6_G CH	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
6	History Research Project	DSS_6_DI S	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The curriculum includes</p> <ul style="list-style-type: none"> • work placement module is focussed on developing connections with employers and the nature of work generally • guest lecturers are encouraged in all modules • external examiners have been consulted • undergraduate students have been consulted • potential employers have been consulted
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<ul style="list-style-type: none"> • Formative and summative assessments prepare students for transition. • Students are shown how to reference appropriately. • Theory is introduced at Level 4 and extended in the following years. • Levels 4 and 5 prepare students for Level 6 and especially for the research project. • Level 4 and 5 modules prepare methods skills for level 6 project
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and</p>	<p>Modules at Level 4 and above include:</p> <ul style="list-style-type: none"> • Formative group presentations • Peer to peer quiz evaluation

	<p>respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<ul style="list-style-type: none"> • Peer evaluation of presentations • See assessment grid for summative assessments
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<ul style="list-style-type: none"> • All modules at all levels have a formative assessment incl. <ul style="list-style-type: none"> ○ Presentations ○ Tests and quizzes ○ Reviews • We also have tutorials at all levels for 1-1 and small group feedback on formative assessment as well as module discussion • At level 4 we embed study skills session in at least one module per semester, including with the help of the Skills for learning team

<p>High impact pedagogies</p>	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>The following fulfil these requirement:</p> <ul style="list-style-type: none"> • Historical Sources and Methods assessment at level 4 requires students to conduct independent research under supervision • Level 5 module on the History on London in the Twentieth Century requires an independent assessment of an archive • Project module at level 6 <p>In addition, all modules require independent reading, writing and analytical development.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> • Work placement module. • Seminar discussion in all modules encourages debate and analysis of ideas and builds confidence in oral communication. • Presentations simulate the workplace • Peer-peer evaluation • Blog and Case studies assignments
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p>	

	<p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> • Work placement module • Presentations simulate the workplace • Confidence building in communicating in all modules – asking questions and entering into debates • Group work is central to working practices in all modules • Encouragement to do voluntary work
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of</p>	<p>Formative and summative assessment is included in all modules. Assessments include:</p> <ul style="list-style-type: none"> • Research based activities (mini-research project at level 4) • project report, • presentations, • film reviews, • annotated bibliographies, • case studies.

	<p>knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<ul style="list-style-type: none"> • The third year project requires managing a more complex tasks that can work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings • Social History is by nature interdisciplinary. • We teach the subject in an interdisciplinary way. • The curriculum offers students the opportunity to choose sociology, politics, criminology modules.
Assessment for learning	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range</p>	<p>Assessments include:</p> <ul style="list-style-type: none"> • Seen exams • Unseen exams • Coursework essays • project report, • research report, • presentations, • annotated bibliographies, • case studies, • film reviews, • quizzes • online tests <p>and enable students to be able to demonstrate achievement in different ways throughout the course.</p>

	of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<ul style="list-style-type: none"> • Self-managed time • Ability to meet deadlines • Presentations • Group work (research, projects and presentations) • Use of statistical data • Peer-to-peer assessment • Project module (level 6) usually requires managing gatekeepers, networking for participants. <p>Modules cover material and debates on a wide range of subjects, criminal justice agencies and policies, which will be useful in their careers.</p>
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	<ul style="list-style-type: none"> • The final year Research Project fulfils these requirements in integrating knowledge and skills, preparing students for the workplace or further study. • Project work usually requires finding participants which in turn requires applied networking skills. • Project work usually requires navigating gatekeepers.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work

formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
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higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

