Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
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<tr>
<td>Partner Institution</td>
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<tr>
<td>Programme Name</td>
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<td>Award e.g. BSc (Hons), MA etc.</td>
<td>BA (Hons)</td>
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<td>Mode of Study</td>
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<td>Location/Method of Study</td>
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<td>Online ☐ Blended ☐</td>
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<td>Admission Points</td>
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<td>ECTS Credit Value</td>
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<td>BA Honours History</td>
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<tr>
<td>Professional Body Accreditation</td>
<td>(all relevant accreditations to be listed)</td>
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</tbody>
</table>
Programme Director  Diego Palacios Cerezales (Autumn 2018) James Smyth (Spring 2019 onwards)
Advisor of Studies  Alastair Mann
Programme Approved
Last Updated

Section 2 Overview

PROGRAMME SUMMARY
The History degree programme provides an undergraduate learning experience geared towards understanding the past and the contemporary world. The programme allows you to master a range of intellectual and practical skills needed for historical enquiry, honing them against the analysis of processes, societies, concepts and interpretations related to a wide selection of world regions, historical periods and pressing themes. History students at Stirling have many options and may explore, for example, nineteenth-century America, contemporary Africa, medieval and renaissance Scotland and Interwar Europe while discussing environmental concerns, popular participation in politics, culture, security, race and gender issues or how historical processes unfold in our times. The first and second years of the programme provide the solid foundations needed by every student of history, focusing on broad survey modules and skills workshops and on an introduction to questioning, finding information, reading, discussing and writing. Years three and four, in turn, provide the opportunity for in-depth learning and, especially, for original research, aiming at allowing every graduate to demonstrate the ability to manage complex information, communicate with intellectual independence and work autonomously, the attributes of a well-rounded university graduate.

History modules are the backbone of the programme, but in years one and two, students of history may widen their intellectual horizon and employability options by taking modules from other disciplines, including languages, politics, biology, management, journalism, sport, education and more. Moreover, in year two you will take a module on careers and employability skills for History graduates. The latter provides you with the opportunity to discover the scope of graduate employments open to you and to meet with historians and employers working in different sectors, also encouraging you to reflect on the history-related skills you are mastering and the value of these skills for many professional careers.

In year three you will take five level 10 history modules from a selection of options and an additional module that will train you in the historiography and research skills needed to write a dissertation proposal. In year four you will research and write a dissertation under the supervision of a member of staff. You will also take a year-long Special Subject, a highly specialised module connected to the live research projects of our staff, in which the students engage in-depth with cutting-edge historiographical discussion and copious amounts of primary sources.

Key Features of the Programme
History at Stirling is renowned for covering a wide range of historical topics and periods, including American, African, European, British and Scottish history; medieval, early modern, modern and contemporary, with a wide diversity of thematic focuses. History is taught by world-class staff, passionate about their subject, and there is an emphasis on working with primary sources. Our students underline that the long dissertation and the Special Subject, moreover, make the final year at Stirling a challenging but rewarding experience.

Other distinctive features of History at Stirling are the active focus on employability and the international connections. History has agreements with numerous universities in Europe, the US, Canada and Australia, so you have the opportunity to make friends from many countries and to
enrich your learning experience by doing one semester abroad.

**PROGRAMME AIMS**

On successful completion of this programme, you should be able to:

1. Command a substantial body of knowledge and comparative insight about different historical times and social, cultural and political processes and problems, connecting local and global developments from the past and the present in Europe and the rest of the World.

2. Pursue structured enquiry, designing, researching and presenting an independently conceived piece of historical research.

3. Marshall arguments in written, visual and oral form, supporting them with evidence and presenting complex information to different audiences, with the utilisation of a range of traditional and new technologies.

4. Search, retrieve, manage and analyse information from a number of different sources, including texts, numerical data and visual and material artefacts, showing an appreciation of the varied and problematic nature of historical evidence.

5. Think strategically about the variety of career paths open to a history graduate and put into practice skills for a life of ongoing learning and adaptation to a world in technological, social and cultural transformation.

**WHAT WILL I BE EXPECTED TO ACHIEVE?**

**Knowledge and understanding**

The intention of the History programmes is to give you an understanding of people and processes in the past and of the critical thinking skills associated with historical enquiry. On successful completion of this programme, you should be able to:

1. Demonstrate critical understanding and comparative insight about a variety of historical periods and the social, cultural and political processes and problems that shape them, connecting local and global developments, past and future.

2. Sustain in written and oral form comparative arguments about a variety of past societies in accordance with your selection of historical topics of study.

3. Articulate interpretations about continuity and change over extended time spans.

4. Pit different historiographical interpretations of the past against one another and weigh their value against a body of historical evidence.

5. Retrieve and analyse a range of source materials to compose a historical argument and test a historical case.

6. Formulate arguments about the problematic nature of the past, its complexity and the variety and limitations of historical knowledge.

7. Evaluate critically the meanings, limitations and problems of source material.

8. Draw on a variety of historical concepts when developing arguments and use them in their appropriate context.

**Intellectual, Practical and Transferable Skills and other graduate attributes:**

A successful History graduate develops generic skills and abilities of great value in most work environments which prepares the student for employment and entrepreneurship in many sectors.

On successful completion of this programme, you should be able to:

1. Retrieve, evaluate, synthesise and manage relevant information from a variety of sources and
2. Formulate and sustain a research project and an extended piece of writing.
3. Write executive summaries or abstracts condensing the results of extensive research efforts.
4. Argue a persuasive case and express and communicate ideas effectively in oral and written form, using visual and/or digital support.
5. Work independently, managing your time and resources effectively.
6. Cooperate in diverse groups for the completion of shared tasks.
7. Evaluate critically different interpretations and possibilities.
8. Analyse and solve problems.
9. Use effectively a variety of IT tools, such as office suites, electronic databases or bibliographic management software.
10. Deliver work to deadline and write under time constraints.

Values and Attitudes:
History at Stirling explores a variety of world regions and cultural contexts, preparing the student to embrace cultural diversity and keep an open attitude towards the world. We also deal with tragic and controversial episodes in history, so we foster an ethically-conscious approach to human experience.

On successful completion of this programme, you should be able to:
1. Draw on extensive historical knowledge when taking into account human cultural diversity.
2. Make decisions regarding the ethical issues related to dealing with humans’ privacy, rights and values.
3. Attribute the provenance and inspiration of the information and arguments you use to develop your own thoughts, avoiding plagiarism.

HOW WILL I LEARN?
In years one and two, you will learn by taking notes in lectures, studying a range of sources under the guidance of your tutors, participating in one-hour-long tutorials in small groups, attending skills workshops, reflecting on the feedback you receive and researching and writing assignments. Lectures allow you to acquire an overview of a topic and points of reference regarding events, processes and historians’ arguments, preparing you to better piece together the information of the primary and secondary sources you have to read for the tutorials. The latter are meetings under the supervision of a member of staff in which you will engage in active learning, making use of your reading notes in order to debate historical questions and primary sources, or execute group tasks geared up towards a deeper experience of learning or the honing of a particular academic skill.

The teaching and learning strategies of the History programme draw on a variety of methods of assessment to enable you to demonstrate your progress and attainment against the intended learning outcomes of each module. The pieces of assessment—essays, presentations, exams, reports on primary sources, critical reviews, policy papers, academic posters, the final year dissertation, and more—are designed to facilitate your progressive development and acquisition of the range and depth of historical learning and skills required by the degree as a whole. The assessments measure your attainment, but what is more important is that they also to provide you with the opportunity of putting into practice your skills, of learning by doing, and of receiving detailed feedback on how you can bring your academic skills to a higher level. The requirements of each assessment exercise is graduated against the level of the module and seek to confront you with progressively more challenging tasks against which to sharpen your skills.

In semesters 1 to 3 (SCQF Level 8), most history modules are delivered by means of two one-hour-long lectures and one hour-long tutorial meeting a week. In semester 4 (SCQF Level 9), there is only one one-hour-long lecture and one hour-long tutorial a week, as a means of transition towards the more self-directed
learning of years 3 and 4 (SCQF Level 10). In year 3, most modules do not comprise formal lectures, although sometimes some guidance takes the form of podcasts. Instead, you will attend two-hours-long seminars, which are an extended version of the tutorials and require that you do extensive preparation, giving you further opportunity to cooperate in tasks, test your knowledge, engage with primary sources, learn by problem-solving and discuss historical arguments. In year three only the dissertation preparation module has lectures, guiding you towards formulating a research project for the final year.

In the final year, seminar learning is pitched at a higher level by means of the Special Subject, an intensive module organised in three-hours-long seminars in which you will work closely with our staff in small groups, experiencing hands on cutting-edge historical research themes and large amounts of primary sources. This level of in-depth study runs in parallel with the dissertation, a personal project in which you bring together the intellectual and practical skills you have been honing since year one in order to produce an original piece of research.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment is linked to the teaching and learning process, and aligned to the intended learning outcomes. In line with the University’s policy of periodic testing, assessment of knowledge and understanding, intellectual skills, and transferable skills, you will be assessed through a variety of forms: essays, examinations (seen and unseen), presentations, critical reviews, reports on primary sources, posters and a dissertation. Your active preparation and contribution to tutorial and seminar work is often also assessed. In no history module does the examination account for more than 50% of the total assessment and some modules have no examination at all.

Each piece of assessment may present variations regarding the specific requirement and assessment criteria, but these will always be clearly indicated in the module handbook. You will receive your tutor’s report, usually via the VLE, with your tutor’s assessment of your work against the following indicators: Focus, Knowledge, Concepts and understanding, Structure and argument, Evidence, Sources and Presentation. The tutor will indicate for each indicator whether the performance is Excellent, Very good, Good, Satisfactory, Fail. The grade will reflect the overall quality of your work rather than a mechanistic computation of assessment under each individual criterion. For example, outstanding performance under one criterion may compensate for weaker achievement under another.

Knowledge and understanding are assessed through the medium of full-length essays and examinations. In semesters 1 to 6 the various forms of written work test all skills. Whilst the use of contemporary materials is not formally assessed as such in all the modules in semesters 1 to 6, some courses do have essay choices on primary documents. Class presentations, too, help in the evaluation of historical understanding. In the final year the compulsory dissertation tests your ability to show mastery of a mass of complex material as well as the use of contemporary source materials.

The mastery of intellectual skills is tested through the full panoply of assessment procedures. You will demonstrate these skills through written assignments, on which feedback is given by means of the essay report form and an individual feedback interview. These are utilised to point out areas of improvement on the student’s part. Examinations allow you to display the use of their skills under pressure. The skill of formulating and sustaining a research project is tested in the final year dissertation.

Transferable skills are measured by various forms of assessment. The ability to argue a persuasive case, literature searching skills, an ability to analyse and solve problems, a capacity for organisation, clarity and fluency in written expression are all assessed by the course work, presentations, seen and unseen examinations, and the dissertation. Oral communication is assessed in most modules and accounts for a minimum of 10% of the final module grade. Effective time management is encouraged through the University system of penalties for the late submission of essays.

Feedback on Assessment

Acting upon the feedback you receive is a key element of your learning. History staff will provide you with feedback specific to the weaknesses and strengths of your work and concrete recommendations on how to
improve your performance in future assignments. You will receive feedback on coursework normally within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules, and you will have regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at: Undergraduate

WHAT WILL I STUDY?
Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken, More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate

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<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
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<tr>
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<td>Semester 2</td>
<td>Semester 3</td>
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<tr>
<td>Level 8</td>
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<td>Level 8</td>
<td>Level 9</td>
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History Survey Module (20 credits)

- HISU9X2 - Concepts in History
- HISU9S3 - Reputations in History - 20 credits
- HISU9X4 - 20 credits Back to the Future
- HISU9X6 - 20 credits Dissertation Preparation

40 credits on Any Modules

- HISU9X7 - 60 Credits Special Subject

For Part time study, students are required to meet the full time Programme Structure in full but will take longer to do so.

Year 1
Total year 1 credit value = 120
Compulsory credits = 40
Option credits = 80

Compulsory history survey Modules – choose one

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<tr>
<th>Module Title</th>
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<th>Credit</th>
<th>Semester</th>
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<td>Britain in the World, 1707-2000: An Introduction</td>
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<td>Scotland in pre-modern Europe: An introduction, c.1100-1707</td>
<td>HISU9S1</td>
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Compulsory Module

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<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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<tr>
<td>Concepts in History: Themes and Transformations</td>
<td>HISU9X2</td>
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**Year 2**

Total year 2 credit value = 120  
Compulsory credits = 60  
Optional credits = 60

Compulsory Modules

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<tr>
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<tr>
<td>Reputations in History</td>
<td>HISU9S3</td>
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<tr>
<td>Back to the future, putting history and heritage to work ...</td>
<td>HISU9X4</td>
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History Level 9 Modules – you take one of the following modules:

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<th>Semester</th>
<th>SCQF Level</th>
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<td>Europe in the Long Nineteenth Century,1789-1914</td>
<td>HISU9B4</td>
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<td>American History from 1787 to 1890</td>
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<td>Africa in the Nineteenth Century</td>
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<td>Everyday Life in Victorian Britain – Hands on History</td>
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<td>Scotland in the Age of Wallace and Bruce</td>
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<td>Union, Rebellion and ‘ages’ new: Scotland 1707 to c.1830</td>
<td>HISU9S4</td>
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**Year 3**

Total year 3 credit value = 120  
Compulsory credits = 120

There are many history options in year 3. To ensure the maximum diversity and choice, available modules may run either on the autumn or the spring semester, depending on rotation of themes and staff availability. All students aiming at an honours degree have to take HISU9X6 (or HISU9X5 if they opt for a Study Abroad variant programme).

History Modules – you may choose six of the following modules to take (see the structure of the menus in the table below this one)

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<th>Semester</th>
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<td>American Indian History and Policy: From survival to Sovereignty</td>
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<td>Black People in Britain, 1750-1950</td>
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<td>Castles Power and Authority, Landscapes and Contexts</td>
<td>HISU9I6</td>
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<td>Death, Disease and Disability. The State and the Hazardous Working Environment 1800-1914</td>
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<td>Dissertation Preparation for Honours History</td>
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<td>Environment, politics and people in colonial Africa</td>
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<td>For God, King and Parliament: The Birth of Modern Europe, 1500-1700</td>
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<td>From World War to Cold: Europe 1944-1989/90</td>
<td>ARTU9K6</td>
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<td>Gender in Britain, 1750-1930</td>
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<td>5 or 6</td>
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<td>Heritage Protection: theory and practice</td>
<td>ARTUHX5</td>
<td>20</td>
<td>5 or 6</td>
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<td>History of Political Thought</td>
<td>ARTU9C6</td>
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<tr>
<td>History, Heritage and Tradition</td>
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<td>Interwar Europe - Communism, Fascism and Democracy, 1914-1945</td>
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<td>Nineteenth Century Scotland, c.1800-1914</td>
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<td>Picts in Perspective: archaeology and the historian</td>
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<td>Protests, Riots &amp; Propaganda: Popular Politics in 18th Century Britain</td>
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<td>Radicalism to Labourism: Popular Politics, 1800-1914</td>
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<td>Religion, Politics and Society in 19th-Century Britain</td>
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<td>Safer spaces: Environment in 20th Century Britain</td>
<td>ARTU9H6</td>
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<td>Stewart Scotland I: 1406-88 - Kingship or Tyranny?</td>
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<td>Stewart Scotland: 1488-1542 – The Glory of Princely Governing?</td>
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<td>The United States since 1890</td>
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<td>World Politics from the Great War to the Contemporary Crisis</td>
<td>POLU9WP</td>
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<td>HISU9X6</td>
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**Year 3 History Options Menus (semesters 5 & 6)**

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<tr>
<th>Menu 1</th>
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<tr>
<td>HISU9B5</td>
<td>HISU9F5</td>
<td>HISU9F5</td>
</tr>
<tr>
<td>HISU9D5</td>
<td>HISU9F6</td>
<td>HISU9F6</td>
</tr>
</tbody>
</table>
Note 1: Students aiming to complete an honours degree must select HISU9X6 from one of the lists

Note 2: Single honours students doing Study Abroad during semester 6 have to take HISU9X5 in semester 5, HISU9X5 unavailable to other single honours students.

Year 4
Total year 4 credit value = 120
Compulsory credits = 120
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Year Dissertation</td>
<td>HISU9X7</td>
<td>60</td>
<td>7 &amp; 8</td>
<td>10</td>
</tr>
<tr>
<td>Special Subject</td>
<td>HISU977</td>
<td>60</td>
<td>7 &amp; 8</td>
<td>10</td>
</tr>
</tbody>
</table>

Each year a selection of special subjects is in offer, and this changes according to staff availability and the evolution of their research focus.

Special Subjects

- The Black Death: Human pandemic in the Medieval World HISU9A7
- The ‘Golden Age’ of the Scottish Parliament, 1660-1707 HISU9Y7
- 'Around 1968' Protest movements and social activism in the UK and Europe HISU9B7
- The American Revolution HISU9D7
- Apartheid in South Africa, 1948-1994 HISU9E7
- Britain in the Age of the French and American Revolutions HISU9F7
- Immigration to Britain from the 1880s to the 1980s HISU9G7
- Transnational Histories of the 20th Century United States HISU9M7
- Government and Society in Scotland 1800-1918 HISU9N7
- 'Dark and Drublie Days', Bruce and Stewart Scotland, c.1329-c.1406 HISU9Q7
- Gladstone Studies HISU9W7
Programme variant for entries in Year 2
Students admitted to the programme in year 2 follow the same programme tables, but have to take at least two Level 8 history modules (40 credits). They take HISU953 as a core module (20 credits) and an additional history module, to be picked from the optional menus of the Autumn or the Spring Semester.

Level 8 modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain in the World, 1707-2000: An Introduction</td>
<td>HISU921</td>
<td>20</td>
<td>Autumn</td>
<td>8</td>
</tr>
<tr>
<td>Scotland in pre-modern Europe: An introduction, c.1100-1707</td>
<td>HISU9S1</td>
<td>20</td>
<td>Autumn</td>
<td>8</td>
</tr>
<tr>
<td>Concepts in History: Themes and Transformations</td>
<td>HISU9X2</td>
<td>20</td>
<td>Spring</td>
<td>8</td>
</tr>
</tbody>
</table>

READING LIST

History will require you to read extensively and critically. No single book covers an individual module in sufficient breadth, depth and variety.

If you are preparing for first year, you could begin reading any of these books:


Section 3 Student Support

SUPPORT FOR STUDENT LEARNING

Induction
You will receive an induction during the first days of you doing History at Stirling. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the history programme.

You will attend a session on ‘Transitioning to University’ and a ‘Welcome talk’ in week one by the division of History and Politics and a welcome email from your personal tutor.

Study Skills Support
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What SLS are able to do:
• Advise you on academic skills relevant to your studies at University.
• Help you consolidate your previous learning and develop new learning strategies.
• Advise on action-plans to potentially improve grades.
• Suggest practical solutions if you feel overwhelmed by assignment work.
• Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

STEER
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

Academic and Pastoral Support

Adviser of Studies: Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

Personal Tutor: The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

Student Union: you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)

Learning Resources
You can find out more about the resources available to support your learning here: [http://www.stir.ac.uk/campus-life/learning-support/](http://www.stir.ac.uk/campus-life/learning-support/)
METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Module Evaluation
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: [http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/](http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/)

Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/](http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/)

External Examiner(s) (To be added following Stage 2 approval)
Name of External Examiner: Dr Katherine Wilson and Prof Elaine Chalus
Institution: University of Chester and University of Liverpool

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

A History degree from the University of Stirling opens up career avenues in a range of sectors, from museums and heritage trusts to the civil service and worlds of marketing and journalism. Jobs directly related to a history degree include:

- Civil Service fast streamer
- Heritage manager
- Historic buildings inspector or conservation officer
- Museum education officer
- Museum or gallery curator
- Secondary school teacher

Jobs where a history degree could be useful include:

- Academic librarian
- Archaeologist
- Journalist
- Civil Service administrator
- Editorial assistant
- Politician’s assistant
- Solicitor
- Primary School Teacher
- Barrister
- Marketing Executive
- Business Consultant
- Financial services employee

How does this programme facilitate your development of the Graduate Attributes?

Connected, Innovative, Transformative

By studying history at Stirling you will connect with experiences and cultures from different times and places, with professionals making the most of their degree in history and with a community of Stirling alumni. You will be ready to make an innovative and transformative contribution to the world through
the confidence infused by culminating an original piece of historical research and getting immersed in the cutting edge research projects of our staff.

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**

You will have the opportunity to study abroad during one semester in year three. We have partnerships with a broad selection of universities in the US, Canada and Australia, with Lingnan University in Hong-Kong and with first-class European institutions that offer history programmes in English, such as Lisbon’s ISCTE, Charles University in Prague or the University of Gothenburg.

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

The faculty of Arts and Humanities offers job placements during semester 3. By taking the module ARTU9W4 - Putting Arts & Humanities to Work, you may have the opportunity to experience 30 hours of work placement in a career area linked to your degree subject. In addition, the careers and employability services provide opportunities for volunteering and paid internships in a range of job sectors.

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

History opens many paths of postgraduate study, both taught and research-based. These include, within the division of History and Politics:

- MRes Historical Research
- MSc Environment, Heritage and Policy
- MSc International Conflict and Cooperation
- MPP Public Policy

The Faculty of Arts and Humanities, and the University of Stirling as a whole, offer you dozens of additional options.

**WHAT OTHER INFORMATION DO I NEED TO KNOW?**

N/A

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**Section 6 Admissions**

**HOW DO I ENTER THE PROGRAMME?**

*Admissions Criteria*

**Year 1 entry – Four-year honours**

- SQA Highers
  - AABB – one sitting
  - AABBB – two sittings

- GCE A-levels
  - BBB

- IB Diploma
  - 32

**Year 2 entry – Three-year honours**

- SQA Advanced Highers
  - ABB

- GCE A-levels
  - ABB

- IB Diploma
  - 35