



This specification provides a 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 they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	History		
2. Award type	Bachelor of Arts		
3. Programme details	FHEQ Level: 6	Mode of Study: Full time Part time Full time Part time	Duration: 3 years 6 years 4 years (Foundation) 8 years (Foundation)
4. Faculty	Faculty of Arts and Humanities		
5. School	Owning: School of History, Philosophy and Digital Humanities		
6. Accrediting Professional or Statutory Body	None		
7. HECoS code <i>Select between one and three codes from the HECoS vocabulary.</i>	Code: 100302 Percentage: 100	Code: Percentage:	Code: Percentage:
<i>Programme code (internal use)</i>	HPHU003 (Full time) HPHU008 (Part time) HPHU013 (Foundation Full time) HPHU007 (Foundation Part time)		

9. Programme aims

The programme aims to:	
A1	To provide high quality teaching at undergraduate and postgraduate levels that is informed and invigorated by research and scholarship and alert to the benefits of student-centred learning.
A2	To sustain a culture of research and learning that promotes the free pursuit of knowledge, impartial analysis and the acquisition of informed attitudes to the study of the past.
A3	To maintain broad access to its programmes of study for students from a wide range of educational and social backgrounds.
A4	To respond to the diversity of student interests by offering an appropriate level of student choice at each level of study, enabling them to pursue chronologically and geographically diverse fields of study.
A5	To equip students with the skills that will prepare them for employment or for further study.

10. Programme learning outcomes

Knowledge and understanding (K)	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	The ability to reflect upon a wide range of historical knowledge about a range of regions in remote and recent periods of time.
K2	Critical understanding of disciplinary issues and approaches and an awareness of how and why these have varied over time and place.
K3	Comprehension of the relationship between the scholarly study of History and understandings of the past outside of academic settings.
K4	The ability to read widely and critically within the historical literature.
K5	Recognition of the importance of historical debate, with an understanding of historical analysis and an evaluation of historians' arguments.
Skills and other attributes (S)	
<i>When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). SGAs can be found here</i>	
On successful completion of the programme, students will be able to:	
S1	Comprehend historical material.
S2	Articulate historical arguments clearly and persuasively in different formats.
S3	Present work in a professional and ethical manner.
S4	Locate, critically evaluate, and assess the reliability of information from diverse sources.
S5	Formulate independent and informed historical judgements through critical analysis of evidence and historical literature.

S6	Respond constructively to debate and criticism.
S7	Use a range of digital platforms, with an awareness of how to use the likes of databases, AI, and referencing software in a productive, ethical, and informed manner.
S8	Demonstrate skills in effective time- and project-management, including the ability to work productively alone and in groups.
S9	Undertake complex projects that involve identifying problems and evidence and arriving at reasoned decisions.
S10	Reflect on the process of learning and skills acquisition.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Across our programme we teach in a range of formats, tailored for different parts of your history degree and designed to help you interpret historical information and the ideas of both historians and your fellow students in a variety of ways.

Our teaching is based around two broad types: larger group lectures and smaller group seminars, supported by workshops of varying sizes and individual tutorials depending on the module in question. Formal lectures are designed to introduce you to large bodies of historical material and to convey key ideas, arguments, concepts and approaches. They are used especially in the first year, to help you learn the broad and complex outlines of the past as part of your transition to university, but are also used in second and third year in core modules and in a range of optional modules at Level 2. Lectures are accompanied by smaller group seminars, used throughout the programme to encourage the exchange of views and the concise summary of complex arguments, and to develop your ability to respond constructively to the presentation of alternative views. Seminars can encompass group discussion, small-group work and individual assignments, and often focus on teasing out historical problems or interpreting original historical sources and their use (and misuse) by historians. In your final year Special Subject, you will have two 2-hour seminars each week for the whole year, providing you with dedicated time to discuss the past with an expert, using and interpreting historical sources to come to your own independent conclusions.

Seminars and lectures are supplemented by workshops and individual tutorials. Workshops emphasise active learning, and are used, amongst other things, to support new types of assessment such as dissertations; for research projects, you will also have individual tutorial guidance to enable you to better understand and shape your project through one-to-one discussions. Independent study is also a critical part of our history degree. Seminars and, where relevant, lectures and workshops all have guided preparation, introducing you to the historical knowledge and debates you need to thrive in those spaces. We also have dedicated extracurricular support through the History Hacks website, which offers discipline-specific advice about how to get the most out of your time studying History at Sheffield.

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

The Sheffield History degree uses a range of different assessment methods. Across our core programme and module types we aim to stagger deadlines, vary assessment, and provide a clear spine so you can see how one assignment feeds into the next, developing your writing and ability to analyse historical material over the degree. Most assignments are written, of varying form and lengths. Book reviews, short analyses of historical sources, and longer essays and dissertations all allow you to demonstrate your understanding of

key debates and grasp and ability to use historical information, as well as supporting you in developing core transferable skills such as time- and project-management. Each year, you will also take invigilated, in-person exams showcasing your ability to respond analytically under time constraints. These written assessments are supplemented by innovative, creative assignments that ask you to, for example, work with a team to apply history to real-world issues, create your own individual digital artefact of public history, or reflect on what you have learned in a particular module.

Feedback serves the central purpose of helping you improve over the degree. New assessments, such as portfolio pieces or learning journal entries, may be introduced through a formative 'revise and resubmit' format where students are encouraged to submit draft work then respond to constructive feedback in the final submission. More generally, assessments are returned with formal structured feedback designed to help you improve, but all students are encouraged to make use of more informal feedback to develop their ideas in seminars and teaching sessions as well as attend individual tutorial feedback sessions and student hours.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			May 2024
2	Programme Simplification	25/26 - Foundation 26/27 - Year 1	June 2025

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