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Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes by 3.88 offering online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

3 Registration

Effective date of registration

3.1

Your effective date of registration will be 30 November in the year that you initially registered. This allows you to sit your first examinations in the following May.

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

3.2

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

3.3

You will retain the maximum period of registration in place when you initially registered on the BA History.

3.4

If you start by taking individual modules and then register for the BA History we will give you a new maximum period of registration for the BA.

4 Recognition of prior learning and credit transfer

Recognition of prior learning

4.1

For the BA History you may apply for recognition and accreditation of prior learning for modules up to the value of 120 credits at Stage 1 (FHEQ Level 4). We will not recognise prior learning for modules at Stages 2 or 3 (FHEQ Levels 5 and 6) of the programme.

4.2

Where prior learning is recognised, the decision to award credit (known as Accreditation of prior learning (APL)) shall be made by an academic appointed by the Programme Director.

See also the rules for recognition of prior learning in the [General Regulations](#), Section 3.

5 Assessment for the programme

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please refer to Programme Specification for details on equipment that may be required for alternative assessments.

5.5

The essay/s should be submitted in the same year that you take the examination for the module.

5.6

If you attempt the examination but do not submit an essay this will count as an attempt and you will receive a mark of zero for this assessment element.

Instructions and deadlines for submission of the essays can be found on the VLE. You will lose marks if you do not keep to these rules.

Penalty for missing a deadline

5.7

You must keep to the deadlines stated on the VLE. If you are late in submitting an essay or your dissertation we will reduce the mark you receive, which is used for progression and classification, as follows:

Essays or dissertations received up to and including 24-hours after the deadline will have 10 marks deducted.

Essays or dissertations received over 24-hours late will not be marked and will be assigned a mark of zero.

Penalty for exceeding the word limit

The word limit **includes** quotations and footnotes but **does not include** your student name and number, your essay title, module name, preliminary pages, bibliography or appendices.

5.8

You must keep to the word limit specified in the table above ([regulation 5.1](#)) for essays and dissertations. If you exceed the word limit, we will reduce the mark you receive as follows:

	Excess number of words over the word limit	Percentage deduction from the original mark awarded
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Up to and including 10%

Essay/Dissertation

5.10

If you cannot participate in a particular discussion forum due to mitigating or other exceptional circumstances, you should contact DLHistory-Admin@rhul.ac.uk. If accepted, you will be recorded as 'participating' for that seminar. This may be done no more than once per module for the Stage 1 Foundation modules, and twice per module for all remaining modules.

See [Appendix E](#) for the Assessment criteria for the seminar contributions assessment element.

More information on both coursework elements can be found in the Programme Handbook and on the VLE.

Date of examinations

5.11

Written examinations take place in May each year.

See also the rules for taking written examinations in the [General Regulations](#).
See the website for the [list of examination centres](#).

6 Number of attempts permitted at assessment

6.1

The maximum number of attempts permitted at any examination or dissertation is three.

6.2

If you do not achieve a combined weighted mark of at least 40% you may retake the examination, provided you have not exceeded the maximum number of attempts.

6.3

You may not retake any element of assessment that you have passed. The marks of any passed element of assessment will be carried forward and used for classification.

6.4

If you receive a 'Fail' mark for the essay element at both submission points, you will not be permitted any further attempts at this element of assessment.

6.5

The mark awarded for a module will not exceed 40% if you have made a second or third attempt at the examination or dissertation.

6.6

If you receive a 'Fail' on a second or subsequent attempt at an examination or dissertation then the highest mark that you have achieved will take precedence.

6.7

If you receive the result 'Fail' on the final attempt at the examination or dissertation resulting in an overall 'Fail' for the module, then your registration for the degree will cease unless you can still pass enough modules to be classified, subject to the scheme of award, in which case the highest mark achieved in the three attempts for the module may be taken forward for classification purposes.

7 Progression within the programme

See [Section 5](#) for method of assessment.

7.1

Within the limits set by the regulations, and the minimum and maximum registration periods, you may decide when to be assessed, the number of modules to attempt each year and the order in which modules are assessed. You do not have to enter for assessment every year.

7.2

If you enter for assessment in any year you may attempt assessment in a minimum of 15 credits and maximum of 120 credits, excluding resits.

Condonable fail

7.3

If you have achieved an average for the Stage of at least 40%, then a 'Condonable fail' may be awarded:

(a)

Transfer from Individual modules

7.7

A mark or grade awarded for completion of an individual

Final average	Classification
40% - 49%	Third Class Honours
35% - 39%	Pass without Honours (Exit award only)

8.5

Your degree classification will be raised into the next class if:

- a) your final average falls 2% or less below one of the classification boundaries given above; and
- b) marks from modules to the value of at least 60 credits at Stage 3 (Level 6) are in or above the higher class.

See [Appendix C](#) onwards for information on how to achieve a particular mark.

To be eligible for the award

8.6

To be eligible for the award of the BA History you must:

- a) have attempted the assessments in a total of 360 credits (the equivalent of 120 credits at each Stage); and
- b) have passed modules to the value of at least 300 credits; and
- c) have passed at least 90 credits in Stage 3 at FHEQ Level 6;



The Magna Carta and its legacy [HI1012-05] (15 credits)

This module will cover how the Magna Carta was established, why it was radical in its day, how it has been reinvented over the centuries and why the 800th anniversary of its sealing is being celebrated in the present. The module will also look at the international significance of the Magna Carta and of Runnymede.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one two-hour unseen written examination (80%).

Gateway modules

Rome to renaissance: an introduction to the middle ages

and welfare state. Exposure to different historical methods and conflicting interpretations will help students to hone their own analytical skills.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Stage 2 modules (Level 5)

systematic rejection of all revealed religion in the later 17th century. Attention focuses upon

This module examines the ups and downs in Sino-American relations during the Cold War. It looks at how and why communist China and the United States were transformed from hostile enemies in the 1950s and early 1960s into tacit allies by the late 1970s. Events to be covered include their direct and indirect confrontations over Korea, Taiwan, and Vietnam; the role of the Soviet Union in their changing relationship; and their divergent policies towards such issues as Thit

Appendix C Assessment criteria written coursework essays

85%+ High First Class

Demonstrates deep understanding and near comprehensive knowledge of the subject, and shows significant originality in interpretation or analysis of the question.

Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organisational form.

Shows overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.

Is excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.

Has an incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.

Where appropriate, a high first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.

A high first class coursework essay will usually be worthy of retention for future reference in research or teaching.

72 75 78 82% First Class

Demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.

Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form.

Shows significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.

Is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.

Has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

Where appropriate, a first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.

62 65 68% Upper Second Class

Demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.

Has a coherent structure, demonstrating good critical synthesis of secondary materials.

Shows clear evidence of in-depth reading, with substantial coverage of recommended texts.

Is well presented, with detailed referencing in an acceptable style and a properly formatted bibliography.

Has a fl

Appendix D Assessment criteria examinations

92 95 98% Outstanding First Class

Structure and focus

Work which engages incisively with the question set, and shows a discerning appreciation of its wider implications.

Range of knowledge

Broad knowledge of the subject, including contemporary sources, historiography and secondary literature.

Demonstrate a clear sense of the nature and complexity of historical development.

Ability to move between generalisation

Quality of argument and expression

The writing will be clear and generally accurate, and will demonstrate an appreciation of the technical and advanced vocabulary used by historians.

The answer will deploy other historians' ideas and seek to move beyond them. The answer will also show an appreciation of the extent to which historical explanations are contested.

Although the answer might not demonstrate real originality, the writer will present ideas with a degree of intellectual independence, and will demonstrate the ability to reflect on the past and its interpretation.

Range of knowledge

Knowledge is extensive, but might be uneven. Demonstrated knowledge will include reference to relevant contemporary and historiographical sources. The range of reading implied by the answer will be considerable.

The answer will demonstrate a sense of the nature of historical development.

The writer will show an ability to move between generalisation and detailed discussion, although there may be a tendency towards either an over-generalised or an over-particularised response.

Writers will reflect on nature and status of information at their disposal, and will seek to use it critically.

The answer will demonstrate a secure understanding of the historical period or periods under discussion.

52 55 58% Lower Second Class

Structure and focus

Work which displays some understanding of the question set, but may lack a sustained focus and may show only a modest understanding of the question's wider implications.

The structure of the answer may be heavily influenced by the material at the writer's disposal rather than the requirements of the question set. Ideas may be stated rather than developed.

Descriptive material and factual evidence will be deployed, but not necessarily with the kind of critical reflections characteristic of answers in higher mark bands.

Quality of argument and expression

The writing will be sufficiently accurate to convey the writer's meaning clearly, but it may lack fluency and command of the kinds of scholarly idioms used by professional historians. In places expression might be clumsy.

The answer will show some understanding of historians' ideas, but may not reflect critically upon them. The problematic nature of historical explanations may be imperfectly understood.

The answer is unlikely to show any originality in approach or argument, and may tend towards assertion of essentially derivative ideas.

Range of knowledge

Knowledge will be significant, but may be limited and patchy. There may be some inaccuracy, but basic knowledge will be sound. The range of reading implied by the answer will be limited.

The answer will show some limited awareness of historical development.

The writer might be prone to being drawn into excessive narrative or mere description, and

Appendix E Assessment criteria forum posts and contributions

Students registered on all modules (excluding the Group D modules) must complete an additional coursework element consisting of forum posts and interactions, which together are worth 10% of the overall module mark.

Forum Posts

Mark	Criteria
Stage 1 Foundation modules 5/5	A student submits a minimum of two posts to each of the three asynchronous seminar forums held for the relevant module.
Stage 1 Gateway, Stage 2 and Stage 3 modules 5/5	A student submits a minimum of two posts to each of the five asynchronous seminar forums held for the relevant module.
0/5	A student doesn't post in every seminar forum, and does not have accepted mitigating circumstances.

Interactions

Mark	Criteria
Stage 1 Foundation modules 5/5	A student engages with other students posts to develop a discussion in all three asynchronous.82 336.05 *nBT/F3 11.043 11.043 11.043 1 (