

## Section 1 – Programme structure

### 1. Programme structure by mode of attendance

Please indicate whether the module is core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O).

A module may be designated as compulsory for the programme of study, in which case a student must take the module in order to complete the programme, or core, in which case a student must take and pass the module in order to be eligible for the award. A core/compulsory module is one or more modules that must be passed and that are selected from a group of modules

#### 1.1. MA History Place and Community Full-time mode

Year	Term	Intake	Module name	Module Code	Status (Core/Compulsory/Optional)
1	1	Sept	Thinking History	HPM010-01	Core
1	1	Sept	Connecting History	HPM030-01	Core
1	2	Sept	Scoping & Planning	HPM400-01	Core
1	2	Sept	Applied Public History	HPM020-01	Optional
1	1	Sept	Historic Places	HPM040-01	Optional
1	2	Sept	Layers of London	HPM050-01	Optional
1	1	Sept	Place & Policy	HPM060-01	Optional
1	3	Sept	London Summer School	HPM300-01	Optional
1	3	Sept	Dissertation	HPM500-01	Core
1	3	Sept	Applied Research Project	HPM600-01	Core

#### 1.2. MA History Place and Community Part-time mode

Year	Term	Intake	Module name	Module Code	Status (Core/Compulsory/Optional)
1	1	Sept	Thinking History	HPM010-01	Core
1	1	Sept	Connecting History	HPM030-01	Core
1/2	2	Sept	Scoping & Planning	HPM400-01	Core
1/2	2	Sept	Applied Public History	HPM020-01	Optional
1/2	1	Sept	Historic Places	HPM040-01	Optional
1/2	2	Sept	Layers of London	HPM050-01	Optional
1/2	1	Sept	Place & Policy	HPM060-01	Optional
1/2	3	Sept	London Summer School	HPM300-01	Optional

1/2	3	Sept	Dissertation	HPM500-01	Core
1/2	3	Sept	Applied Research Project	HPM600-01	Core

### 1. Other relevant information to explain the programme structure

#### FT Programme:

The taught element will normally take place in the first two terms. In the third term and over the summer, students will research and write a dissertation OR undertake an applied research project OR create an alternative output and write a reflective piece on their experiences. Due to the deliberately flexible nature of the teaching, some students may take modules in advance or at other times.

#### PT Programme:

In the first year, students take two core modules, *Thinking History* and *Connecting History*, and one optional module, either in the autumn or spring terms. In the third term students should begin to make initial preparations either for their dissertation or for an applied research project. Due to the deliberately flexible nature of the teaching structure, some students may take modules in advance or at other times. In the second year, students normally take the core module Scoping and Planning (spring term) and two optional modules, but details may vary for any individual student. In the third term and over the summer, students will research and write a dissertation OR undertake an applied research project OR create an alternative output and write a reflective piece on their experiences.

### 1. Postgraduate Diploma History Place and Community Full-time mode

Year	Term	Intake	Module name	Module Code	Status (Core/Compulsory/Optional)
1	1	Sept	Thinking History	HPM010-01	Core
1	1	Sept	Connecting History	HPM030-01	Core
1	2	Sept	Scoping & Planning	HPM400-01	Core
1	2	Sept	Applied Public History	HPM020-01	Optional
1	1	Sept	Historic Places	HPM040-01	Optional
1	2	Sept	Layers of London	HPM050-01	Optional
1	1	Sept	Place & Policy	HPM060-01	Optional
1	3	Sept	London Summer School	HPM300-01	Optional

### 2. Other relevant information to explain the programme structure

The *Postgraduate Diploma in History, Place & Community*, worth 120 credits. Again, there are various ways in which the credits can be accrued, but it is essential that your intended structure is approved by the Programme Convenor in advance of the course.

### 1.1. Postgraduate Diploma History Place and Community Part-time mode

Year	Term	Intake	Module name	Module Code	Status (Core/Compulsory/Optional)
1	1	Sept	Thinking History	HPM010-01	Core
1	1	Sept	Connecting History	HPM030-01	Core
1/2	2	Sept	Scoping & Planning	HPM400-01	Core
1/2	2	Sept	Applied Public History	HPM020-01	Optional
1/2	1	Sept	Historic Places	HPM040-01	Optional
1/2	2	Sept	Layers of London	HPM050-01	Optional
1/2	1	Sept	Place & Policy	HPM060-01	Optional
1/2	3	Sept	London Summer School	HPM300-01	Optional

### 2. Other relevant information to explain the programme structure

The *Postgraduate Diploma in History, Place & Community*, worth 120 credits. Again, there are various ways in which the credits can be accrued, but it is essential that your intended structure is approved by the Programme Convenor in advance of the course.

### 2.1. Postgraduate Certificate History Place and Community Full-time mode

Year	Term	Intake	Module name	Module Code	Status (Core/Compulsory/Optional)
1	1	Sept	Thinking History	HPM010-01	Core
1	1	Sept	Connecting History	HPM030-01	Core
1	2	Sept	Scoping & Planning	HPM400-01	Core
1	2	Sept	Applied Public History	HPM020-01	Optional
1	1	Sept	Historic Places	HPM040-01	Optional
1	2	Sept	Layers of London	HPM050-01	Optional
1	1	Sept	Place & Policy	HPM060-01	Optional
1	3	Sept	London Summer School	HPM300-01	Optional

### 3. Other relevant information to explain the programme structure

The *Postgraduate Certificate in History, Place & Community*, worth 60 credits. There are various ways in which the credits can be accrued: please ensure that you consult with the Programme Convenor in advance of the course.

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**3.1. Postgraduate Certificate History Place and Community Part-time mode**

Year	Term	Intake	Module name	Module Code	Status (Core/Compulsory/Optional)
1	1	Sept	Thinking History	HPM010-01	Core
1	1	Sept	Connecting History	HPM030-01	Core
1/2	2	Sept	Scoping & Planning	HPM400-01	Core
1/2	2	Sept	Applied Public History	HPM020-01	Optional
1/2	1	Sept	Historic Places	HPM040-01	Optional
1/2	2	Sept	Layers of London	HPM050-01	Optional
1/2	1	Sept	Place & Policy	HPM060-01	Optional
1/2	3	Sept	London Summer School	HPM300-01	Optional

**4. Other relevant information to explain the programme structure**

The *Postgraduate Certificate in History, Place & Community*, worth 60 credits. There are various ways in which the credits can be accrued: please ensure that you consult with the Programme Convenor in advance of the course.

## Section 2 – Modules and assessment structure

Module code	Module name	HECoS code	Credit	Level	Assessment	Status (Core/Compulsory/Optional)	Prerequisite/Corequisite	Weighting	Term(s) the module is offered	Will this module be running in 2025/6? Yes/No	Repeat each year? Yes/No	Subject to frequent change? Yes / No	Can module be taken as stand-alone? Yes / No
HPM010-01	Thinking History	100302	20	7	1 x 1,500-word theoretical plan (formative, i.e. not assessed) (0%)  AND  1 x 5,000-word case study essay (100%)	Core	N/A	11.11%	1	No	Yes	Yes	No
HPM030-01	Connecting History	100302	20	7	1 x sample portfolio (1,500 words)(formative, not assessed), 0%  AND	Core	N/A	11.11%	1	No	Yes	Yes	No

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					1 x portfolio (4,000- 5,000 words) (100%)								
HPM400-01	Scoping & Planning	100302	20	7	1 x 1,500-word annotated bibliography (formative, i.e. not assessed) (0%)  AND  1 x 2,500-word case project prospectus (100%)	Core	N/A	11.11%	2	Yes	Yes	Yes	No
HPM020-01	Applied Public History	100302	20	7	1 x 1,500-word MOOC learning diary (25%)  AND  1 x 3,000-word Applied Public History project design (75%)	Optional	N/A	11.11%	2	Yes	Yes	Yes	No
HPM040-01	Historic Places	100302	20	7	1 x 4,000-word portfolio (80%)	Optional	N/A	11.11%	1	Yes	Yes	Yes	No

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					AND 1 x 500-word interpretation panel (20%)								
HPM050-01	Layers of London	100302	20	7	1 x 1,500-word curated online collection of thematic historical material (30%)  AND 1 x 2,500-word essay (70%)	Optional	N/A	11.11%	2	Yes	Yes	Yes	No
HPM060-01	Place & Policy	100302	20	7	1 x 5,000-word portfolio consisting of 3 distinct elements:  1 x 500 word article  AND 1 x 2,500 word Case Study  AND	Optional	N/A	11.11%	1	Yes	Yes	Yes	No

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					1 x 2,000 word Policy Paper								
HPM300-01	London Summer School	100302	20	7	1 x 1,000-word essay plan (formative, i.e. not assessed) (0%)  AND 1 x 5,000-word essay (100%)	Optional	N/A	11.11%	3	Yes	Yes	Yes	No
HPM500-01	Dissertation	100302	60	7	1 x 15,000-word dissertation (100%)	Core	N/A	33.34%	3	Yes	Yes	Yes	No
HPM600-01	Applied Research Project	100302	60	7	1 x 1,500-word applied research project report (25%)  AND 1 x 4,000-word critical explorative essay (75%)	Core	N/A	33.34%	3	Yes	Yes	Yes	No



## Section 3 – Marking criteria

### 3.1 School of Advanced Study grade descriptors

*Outlined below are the School of Advanced Study grade descriptors.*

% range	Grade	Mark	Description
85-100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75-84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focused manner. Presentation standards will be excellent.
70-74	Distinction	A- to A	Very good to excellent work, demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards together with accompanying documentation are very good.
60-69	Merit	B	Good to very good work, showing a good level of knowledge and understanding of relevant material, demonstrated by evidence of originality of thought with signs of independence, a good level of critical skill, synthesis and analysis. Work will be well-organised, clearly argued, coherent and appropriately referenced. Presentation will be of a good standard.
50-59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47-49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure and lacking in coherence and focus.
35-46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.

**3.2 AI in Assessment specific grade descriptors**

*To be completed only if there is permitted use of AI in assessment. These are in all cases in addition to the School of Advanced Study criteria at each marking band.*

<b>% range</b>	<b>Grade descriptor</b>	<b>Grade</b>	<b>Description</b>	
n/a		n/a	n/a	

## Appendix A - Permitted use of AI in Assessment

<b>Programme Name:</b>	<b>MA History Place and Community</b>		
<b>Completed by:</b>	Dr Justin Colson		
<b>Date completed:</b>	07/07/2025		
<b>Date last reviewed:</b>			
<b>Marking criteria for permitted use of AI in assessment will need to be detailed in section 41 of this programme specification.</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Have you provided marking criteria in section 3.2?</b>			X
<p>Three levels of usage. Please complete according to assessment type. Adjust the wording for each of necessary.</p> <p><b><u>0 – No/minimal use of genAI permitted</u></b></p> <p>Most appropriate for assessments undertaken in environments over which the University has a level of control, such as examination halls and possibly locked internet browsers. Such assessments will, usually, be time-limited.</p> <p>Examples of such assessments may include:</p> <ul style="list-style-type: none"> <li>• Unseen examinations</li> <li>• Time -limited assessments</li> <li>• Multiple choice quizzes</li> </ul> <p><b><i>Suggested permitted usage</i></b></p>			

Use of tools such as spell/grammar check, auto transcription/text-to-speech software and bibliographic tools, such as those included with Microsoft Word are permitted.

### **1 - Supportive use of genAI permitted**

Most appropriate for assessments in which usage of AI is not under direct assessment/is not a learning objective, but where assessment is undertaken in a student's home environment/outside of an examination hall/with open or semi-restricted browsers.

It accepts that students can and will access genAI when completing assessments. The aim is to permit appropriate use of genAI which, in turn, provides a framework in which to conceptualise inappropriate usage of genAI.

Programmes wishing to prohibit or encourage specific usage should state this explicitly to students, whilst remaining mindful that the aim is to guide in the appropriate use of tools, rather than prohibit the use of genAI in entirety.

Where genAI has been used, students should reference/declare that material has been generated by genAI, naming the tool and giving a brief explanation as to how it has been used.

Examples of such assessments may include:

- Coursework
- Essay-based assessments
- Forum posts
- Dissertations

### ***Suggested permitted usage***

Students must be the author of their work, but may use genAI to support or assist them in completing their work. For example:

- Suggest structures for answers or essay titles
- Paraphrase and summarise sources, or check concepts or explanations as a study aid
- Give feedback on an answer the student has drafted/check academic tone
- Check translation (e.g. Google Translate)
- Identify additional relevant literature (but students remain responsible for verifying sources)
- Generate non-text elements, such as charts, graphs, diagrams or multimedia. Students may also use code generation to create non-text images
- Brainstorming

- Use chat bot as a support tutor/Socratic dialogue

## 2 - Use of genAI required

Learning objectives include assessing students' abilities to use genAI appropriately and critically. The use of AI is embedded within the assessment task and/or students are required to use specific tools for specific outcomes.

For example:

- Using AI to generate ideas or content to be critiqued or compared
- Creating content in specific styles
- Producing summaries
- Analysis or reframing of content
- Develop or check code
- Create images or multimedia
- Show development of an idea through repeat prompts

Students may be required to reference/declare their use of tools, but this may be inherent within the assessment task.

### ***Suggested permitted usage***

- Error checking code
- Using AI to generate an answer/summary which is then critically analysed by the student
- Working with GenAI to create a defined outcome, which is then evaluated

**For each of your assessments please allocate a level of AI from the framework (0,1 or 2) above adjusting the supporting statements for each as necessary**

<b>Module code:</b>	HPM400-01
<b>Module name:</b>	Scoping & Planning

<b>Assessment type eg Essay, presentation, report etc:</b>	1 x 1,500-word annotated bibliography (formative, i.e. not assessed) (0%) AND 1 x 2,500-word case project prospectus (100%)
<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b>  Coursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	
<b>Module code:</b>	HPM020-01
<b>Module name:</b>	Applied Public History
<b>Assessment type eg Essay, presentation, report etc:</b>	1 x 1,500-word MOOC learning diary (25%) AND 1 x 3,000-word Applied Public History project design (75%)
<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b>  Coursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	
<b>Module code:</b>	HPM040-01
<b>Module name:</b>	Historic Places
<b>Assessment type e.g. Essay, presentation, report etc:</b>	1 x 4,000-word portfolio (80%) AND 1 x 500-word interpretation panel (20%)

<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b> oursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	
<b>Module code:</b>	HPM050-01
<b>Module name:</b>	Layers of London
<b>Assessment type eg Essay, presentation, re-port etc:</b>	1 x 1,500-word curated online collection of thematic historical material (30%) AND 1 x 2,500-word essay (70%)
<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b> Coursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	
<b>Module code:</b>	HPM060-01
<b>Module name:</b>	Place & Policy
<b>Assessment type eg Essay, presentation, re-port etc:</b>	1 x 5,000-word portfolio consisting of 3 distinct elements: 1 x 500 word article AND 1 x 2,500 word Case Study AND 1 x 2,000 word Policy Paper

<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b> oursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	
<b>Module code:</b>	HPM300-01
<b>Module name:</b>	London Summer School
<b>Assessment type eg Essay, presentation, re-port etc:</b>	1 x 1,000-word essay plan (formative, i.e. not assessed) (0%) AND 1 x 5,000-word essay (100%)
<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b> Coursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	
<b>Module code:</b>	HPM500-01
<b>Module name:</b>	Dissertation
<b>Assessment type e.g. Essay, presentation, re-port etc:</b>	1 x 15,000-word dissertation (100%)
<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b> Coursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	



<b>Module code:</b>	HPM600-01
<b>Module name:</b>	Applied Research Project
<b>Assessment type eg Essay, presentation, report etc:</b>	1 x 1,500-word applied research project report (25%) AND 1 x 4,000-word critical explorative essay (75%)
<b>Intended level of AI use (0,1 or 2):</b>	1
<b>Supporting statement:</b>  Coursework undertaken outside of controlled circumstances, so assistive AI (e.g. translation) cannot reasonably be prevented and therefore must be tolerated.	