### Part A: Programme Summary Information

1. **Title of programme:** Archives and Records Management
   - Archives and Records Management (International Pathway)

2. **Programme Code:** ARRM/ARMI

3. **Entry Award(s):**

   - **MA**
     - Credit: 180
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **MSc**
     - Credit: 120
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **PGDip**
     - Credit: 60
     - Level: 7 (of which up to 15 credits may be at Level 6)
   - **PGCert**
     - Credit: 180
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **Other (please specify below):**
     - Credit: 180
     - Level: 7 (of which up to 30 credits may be at Level 6)

4. **Exit Awards:**

   - **PGDip**
     - Credit: 120
     - Level: 7 (of which up to 30 credits may be at Level 6)
   - **PGCert**
     - Credit: 60
     - Level: 7 (of which up to 15 credits may be at Level 6)
   - **PG Award**
     - Credit: 30
     - Level: 7 (of which up to 7.5 credits may be at Level 6)
Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

<table>
<thead>
<tr>
<th>Masters in Archives and Records Management</th>
</tr>
</thead>
</table>

5. **Date of first intake:** Longstanding programme

6. **Frequency of intake:** Annually, in September

7. **Duration and mode of study:**
   - Full-time, 1 year
   - Part-time, 2 years

8. **Applicable framework:** University Framework for Full-time and Part-time Modular Postgraduate Programmes

   - **Framework exemption required:** ☒ No (please go to section 9)
   - **Date exemption approved by AQSC:** N/A

9. **Applicable Ordinance:** Ordinance 52(A) (general ordinance for modular Masters degrees, postgraduate diplomas and postgraduate certificates)

   - **New/revised Ordinance required:** ☒ No (please go to section 10)
   - **Date new/revised Ordinance approved by Council:** N/A

10. **Faculty:** Faculty of Humanities and Social Sciences

11. **Level 2 School/Institute:** School of Histories, Languages and Cultures

12. **Level 1 unit:** Department of History

13. **Campus:** Main

14. **Other contributors from UoL:** N/A

15. **Teaching other than at UoL:** N/A
<table>
<thead>
<tr>
<th>No.</th>
<th>Aims of the Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Development of critical theoretical and practical awareness of the nature, role and purpose of records and archives, and their management, in organisations, communities and society</td>
</tr>
<tr>
<td>2</td>
<td>To introduce the theory underpinning recordkeeping practice and allow the student to make the necessary links between theory and practice in order to become a lifelong learner in a professional environment</td>
</tr>
</tbody>
</table>
3. To provide accredited professional entry level education for students wishing to pursue a career in archives, records or information management, in the UK or overseas, in particular by emphasising the relationship between theory and practice.

4. To prepare suitably-qualified students for doctoral study in a subject area not taught at undergraduate level in the UK.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical understanding of the nature and functions of records, archives and information within organisations, communities and society, both current and historical.</td>
</tr>
<tr>
<td>2</td>
<td>Informed understanding of the factors and drivers (legal, financial, administrative, cultural) underpinning records creation and record-keeping in different environments, both current and historical.</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge and understanding of the principles/processes required for effective management of archives and records in any organisational environment and media and understanding of need to apply those principles/processes appropriately</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge and understanding of principles and methods for records preservation</td>
</tr>
<tr>
<td>5</td>
<td>Practical understanding of the application of standards and best practice for enabling access to records and archives through description and dissemination.</td>
</tr>
<tr>
<td>6</td>
<td>Ability to read, interpret, and identify research or other potential uses of archival documents</td>
</tr>
<tr>
<td>7</td>
<td>Ability to design and undertake an independent research project in an area of professional significance and to communicate the same according to accepted academic conventions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical understanding of the nature and functions of records, archives and information within organisations, communities and society, both current and historical.</td>
</tr>
<tr>
<td>2</td>
<td>Informed understanding of the factors and drivers (legal, financial, administrative, cultural) underpinning records creation and record-keeping in different environments, both current and historical.</td>
</tr>
</tbody>
</table>
| 3   | Knowledge and understanding of the principles/processes required for effective management of archives and records in any organisational environment and media and understanding of need to apply those principles/processes
### Learning Outcomes

**Learning outcomes – Postgraduate Certificate**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical understanding of the nature and functions of records, archives and information within organisations, communities and society, both current and historical.</td>
</tr>
<tr>
<td>2</td>
<td>Informed understanding of the factors and drivers (legal, financial, administrative, cultural) underpinning records creation and record-keeping in different environments, both current and historical.</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge and understanding of the principles/processes required for effective management of archives and records in any organisational environment and media and understanding of need to apply those principles/processes appropriately.</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge and understanding of principles and methods for records preservation.</td>
</tr>
<tr>
<td>5</td>
<td>Practical understanding of the application of standards and best practice for enabling access to records and archives through description and dissemination.</td>
</tr>
</tbody>
</table>

**Learning outcomes – Postgraduate Award**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical understanding of the nature and functions of records, archives and information within organisations, communities and society, both current and historical.</td>
</tr>
<tr>
<td>2</td>
<td>Informed understanding of the factors and drivers (legal, financial, administrative, cultural) underpinning records creation and record-keeping in different environments, both current and historical.</td>
</tr>
</tbody>
</table>

**27a. Mapping of subject-based learning outcomes:**

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be achieved</th>
<th>Mode of assessing achievement</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
</table>

TQSD/14.15
<table>
<thead>
<tr>
<th>be delivered</th>
<th>outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed understanding of the factors and drivers (legal, financial, administrative, cultural) underpinning records creation and record-keeping in different environments, both current and historical.</td>
<td>HIST 575: Essay; report. HIST 577: learning blog; cataloguing report HIST 579: source criticism; exam HIST 519: Comparative study (essay). HIST 579: Mystery shopper exercise (report); essay HIST 561: Essay; presentation. HIST 566: essay; presentation. As above: ‘Managing and exploiting knowledge and information’; ‘Ethics, information governance and compliance’</td>
</tr>
<tr>
<td>Knowledge and understanding of the principles/processes required for effective management of archives and records in any organisational environment and media and understanding of need to apply those</td>
<td>HIST 575: Essay; report. HIST 561: Essay; presentation. HIST 578: ‘mystery shopper exercise’ (report); preservation report HIST 566: presentation; essay. As above: ‘Creating, capturing and organising knowledge and information’; ‘Managing and exploiting knowledge and information’; ‘Managing and developing collections’; ‘Using information technology’; ‘Providing information solutions’</td>
</tr>
</tbody>
</table>
| principle/processes appropriately | Knowledge and understanding of principles and methods for records preservation | HIST575 (R)  
HIST578 (R)  
HIST 566 | HIST 575: Essay.  
HIST 578: preservation report  
HIST 566: Essay; presentation | As above: ‘Managing and exploiting knowledge and information’; ‘Using information technology’ |
| Practical understanding of the application of standards and best practice for enabling access to records and archives through description and dissemination. | HIST577 (R)  
HIST575 (R)  
HIST578 (R) | HIST 577: Catalogue report.  
HIST 575: Essay.  
HIST 578: ‘Mystery shopper exercise’ (report) | As above: ‘Creating, capturing and organising knowledge and information’; ‘Providing information solutions’ |
| Ability to read, interpret, and identify research or other potential uses of archival documents. | HIST579 (R)  
HIST540  
HIST 560  
HIST578 (R) | HIST 579: Document transcription; source criticism; exam.  
HIST 540: Document transcription & translation  
HIST 578: ‘Mystery shopper exercise’ (report) | As above: ‘Providing information solutions’; ‘Reading, literacies and learning’ |

### 28. Skills and Other Attributes

**No. Skills and attributes:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skills and techniques in palaeography and diplomatic necessary for the comprehension of medieval and modern historical documents</td>
</tr>
<tr>
<td>2</td>
<td>Language acquisition (Latin)</td>
</tr>
<tr>
<td>3</td>
<td>Internationalisation</td>
</tr>
<tr>
<td>4</td>
<td>Research skills</td>
</tr>
</tbody>
</table>
### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HIST579, HIST540, HIST560</td>
<td>R, E</td>
<td>Transcription / Translation</td>
</tr>
<tr>
<td>2</td>
<td>HIST540, HIST560</td>
<td>R, E</td>
<td>Translation</td>
</tr>
<tr>
<td>3</td>
<td>HIST504, HIST550</td>
<td>R, E</td>
<td>Feasibility study Dissertation</td>
</tr>
<tr>
<td>4</td>
<td>HIST550</td>
<td>R, E</td>
<td>Dissertation</td>
</tr>
<tr>
<td>5</td>
<td>HIST577</td>
<td>E</td>
<td>Cataloguing report</td>
</tr>
<tr>
<td>6</td>
<td>HIST578</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

### 29 Career opportunities:

MARM is an accredited and recognised qualification which prepares the student for professional-level entry into employment in any area of archives or records management, in the UK or overseas. This programme has an excellent employment record placing graduates in professional, ARM-related positions: in the public sector (local authority archives and museums), specialist (e.g. university, Third Sector) and corporate archives and records environments. We promote international opportunities: students have gained first or second employment or graduate traineeships at European Central Bank, UN Food and Agricultural Organisation, Rome; European Centre for the Development of Vocational Training, Thessaloniki; Special Court for Sierra Leone, The Hague; European Commission.

### Part C: Entrance Requirements

#### 30 Academic Requirements:

Normally, Honours degree, 2:1 or above. In certain circumstances, particularly for mature student entry, other qualifications may be considered.

#### 31 Work experience:

Work experience in an ARM environment is required. This may be either paid, or voluntary. Guidance drawn up by the six British/Irish HEIs providing PGT in ARM relating to expectations of work experience provides a framework for potential

### Part D: Programme Structure

#### 33. Programme Structure:

**MASTERS OF ARCHIVES AND RECORDS MANAGEMENT (ARRM)**

**FULL-TIME PATHWAY**

**Semester 1**
- HIST575 - Recordkeeping Systems and the Organisational Context (15 credits) *(required)*
- HIST577 - Recordkeeping Theory and Practice (30 credits) *(required)*
- HIST579 - English Post-Medieval Records: reading and interpretation (15 credits) *(required)*

**Semester 2**
- HIST578 - Managing Services, Access and Preservation (30 credits) *(required)*

2 x 15-credit optional modules

**Optional modules**
- HIST566 - Digital Records: Their Nature, Use and Preservation in the Information Society (15 credits)
- HIST540 - Medieval Palaeography (15 credits)
- HIST560 - Medieval Palaeography (15 credits)
- HIST561 - International Recordkeeping (15 credits)
- HIST504 - Feasibility Study (15 credits)

**Summer vacation**
- HIST550 - Dissertation (60 credits) *(required)*

**PART-TIME PATHWAY**

**YEAR 1**

**Semester 1**
- HIST577 - Recordkeeping Theory and Practice (30 credits) *(required)*
Semester 2
HIST578 - Managing Services, Access and Preservation (30 credits) (required)

YEAR 2

Semester 1
HIST575 - Recordkeeping Systems and the Organisational Context (15 credits) (required)
HIST579 - English Post-Medieval Records: reading and interpretation (15 credits) (required)

Semester 2
30 credits of optional modules

Optional modules

HIST566 - Digital Records: Their Nature, Use and Preservation in the Information Society (15 credits)
HIST540 - Medieval Palaeography (15 credits)
HIST560 - Medieval Palaeography (15 credits)
HIST561 - International Recordkeeping (15 credits)
HIST504 - Feasibility Study (15 credits)

Summer vacation
HIST550 - Dissertation (60 credits) (required)

MASTERS OF ARCHIVES AND RECORDS MANAGEMENT – INTERNATIONAL PATHWAY (ARMI)

FULL-TIME PATHWAY

Semester 1
HIST519 - Comparative Recordkeeping Study (15 credits) (required)
HIST575 - Recordkeeping Systems and the Organisational Context (15 credits) (required)
HIST577 - Recordkeeping Theory and Practice (30 credits) (required)

Semester 2
HIST578 - Managing Services, Access and Preservation (30 credits) (required)
HIST561 - International Recordkeeping (15 credits) (required)

Summer vacation
HIST550 - Dissertation (60 credits) (required)

PART-TIME PATHWAY

YEAR 1

Semester 1
HIST577 - Recordkeeping Theory and Practice (30 credits) (required)
<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST578 - Managing Services, Access and Preservation (30 credits)</td>
<td>(required)</td>
</tr>
</tbody>
</table>

**YEAR 2**

**Semester 1**

- HIST519 - Comparative Recordkeeping Study (15 credits) *(required)*
- HIST575 - Recordkeeping Systems and the Organisational Context (15 credits) *(required)*

**Semester 2**

- HIST561 - International Recordkeeping (15 credits)
- HIST566 - Digital Records: Their Nature, Use and Preservation in the Information Society (15 credits) *(required)*

**Summer vacation**

- HIST550 - Dissertation (60 credits) *(required)*

---

34 **Industrial placement/work placement/year abroad:**

A two-week placement focusing on archival cataloguing, final two weeks of Semester 1 is *required* (as part of HIST577), as is the one-week project in Week 7 (as part of HIST 578).

35 **Liaison between the Level 2 Schools/Institutes involved:**

- N/A

---

**Part E: Learning, Teaching and Assessment Strategies**

36. **Learning, Teaching and Assessment Strategies:**

**Directed and private study** – emphasis is placed on the development of managing own learning appropriate to the individual students’ needs; at the same time, as a professionally-accredited programme, students are expected to acquire the Professional Body of Knowledge expected (via Archives & Records Association criteria) of an entry-level professional. Private and directed study encourages the development of autonomous, reflective learners who will remain committed to learning; this is important in particular for our graduates who will be expected to maintain CPD activity to achieve Registered status within the accrediting professional body, Archives & Records Association. Aspects of e-learning are used in HIST578 (for preservation management); students are encouraged to explore the web-based resources routinely used by practitioners. Particular emphasis at the beginning of the year is placed on ensuring that students are aware of the transition from a particular set of disciplinary norms to those specific to a professionally-oriented programme.

**Generic skills development** Presentation skills, both written and oral, play a
crucial part in demonstrating professional competence and credibility in the workplace. Individual presentation skills are assessed on a number of modules - HIST561, HIST578(R); group presentations in other modules place an emphasis on ‘making the case’. HIST578 includes a report (and generally a presentation) to a ‘real’ audience of stakeholders in the project assigned for project week.

The programme is assessed by a combination of continuous assessment all of which are drawn from the strategies outlined above. The sole examination (in HIST579) in Palaeography intended to mirror the requirement for instantaneous transcription in the searchroom.

36a Learning, Teaching and Assessment methods:

Large group seminars
The majority of required module classes are whole class teaching (typically 20-25 students). These provide (a) an opportunity to emphasise key points (important where a Professional Body of Knowledge is expected to be assimilated) (b) an opportunity for break-out group work to discuss cases raised by the lecture element; students are in any case expected to contribute to class discussion and question the lecturer. Large group seminars are usually accompanied by PowerPoint presentations. Some modules (including HIST 561, HIST 575 and HIST 577 may use Lecturestream; several (including HIST 575, HIST 578, HIST 561 and HIST 566) involve external speakers, including international speakers via Skype. These classes are typically 120 minutes, reduced when the amount of break-out group work is reduced.

Small group seminars
50-minute seminars where 8-12 students engage with a number of pre-set questions on a defined, specialist topic.

Placements
HIST577: A two–week cataloguing placement, arranged by the module convenor places students in a working environment under the guidance of a professional archivist. Usually takes place in the UK; a link was established in 2012/13 allowing two students to work at the British School at Athens. HIST578: A week-long project in a university department or similar setting offers students the opportunity to investigate or participate in current recordkeeping practices and communicate relevant findings/recommendations.

Field trips
HIST 578 involves a number of field trips, including a two-day trip to London, which enable students to experience and investigate relevant repository practice in situ.

Small-Group Work (not timetabled) Students are set a number of group-work tasks and subsequently present their findings to the whole class. Students are required to arrange their own schedule to work on these exercise.

Project work. Some group presentations require a substantial amount of informal project management; the survey, report and presentation, usually to a university department, in HIST578 requires a full-range of project management skills and an introduction is provided to these.

Web-based learning All PowerPoint presentations, streamed lectures,
associated notes, and scanned material not otherwise available online are placed on VITAL. HIST 577 uses Wikis and a learning blog. Discussion boards may be provided in HIST578. HIST575 and HIST578 use web-based self-directed learning for topics which are ‘information-rich’ (e.g. the regulatory environment, preservation and conservation of traditional materials); this allows students to progress, at their own pace, through the material presented. Hand outs/posters from (non-assessed) student presentations (either individual or group) are also placed on VITAL.

**Individual tutorials** are given as part of the dissertation feasibility process, and during dissertation supervision (HIST 504 and HIST550). Individual tutorials are also used in HIST579.

**Assessment**
- Written essays: test acquisition of (Body of Professional) knowledge and analytical skills
- Written reports: additionally requiring adoption of writing format most commonly found in professional life; may require options/benefits analysis
- Oral presentations: to demonstrate ability to synthesise relevant information; to develop skills required in professional life.
- Transcription / transcription & translation assessments: to test palaeographical and language (Latin) skills
- Examination: to test ability to undertake instantaneous transcription, identification and interpretation, required in the searchroom.

37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is
specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

### Marking criteria:

**HIST577; HIST578; HIST572; HIST561; HIST 566 (essay):**
- Structure, degree of reflexivity and critical insight
- Use of evidence to develop argument/support case
- Degree of professional awareness
- Knowledge of relevant sources/literature
- Presentation

**HIST575:**
- Demonstrated understanding of the sector/organisational-specific environment
- Understanding of the way in which recordkeeping activities support organizational compliance and/or organisational objectives
- Appropriate use of evidence, depth of analysis, ability to argue a case
- Format and presentation

**HIST566; HIST 561 (presentation):**
- Structure (aims, introduction, outline, logical progression, summary & conclusion)
- Preparation (evidence of preparation and research)
- Knowledge (informed awareness of topic, ability to answer questions)
- Delivery (clarity, coherence, pace, timekeeping, use of visual aids)
- Professional understanding

**HIST519:**
- Demonstration of knowledge of a specific issue at national levels
- Analysis of record keeping practices in two different national environments
- Demonstration of how research might be applied to own working environment
- Presentation

**HIST550:**
- Use of relevant concepts, issues and debates
- Knowledge of relevant texts and other materials
- Aims and objectives clearly defined
- Degree of reflexivity and critical insight
- Sense of argument, style and expression
- Use and understanding of references and bibliography

### 38. Student representation and feedback:

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: [http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc))

The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements...
of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making committees in the School and participation in these settings is welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

Reaccredited by Archives and Records Association, quinquennial accreditation, 2012.

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme’s design, structure and content are consistent and Comply with the University’s Diversity and Equal Opportunities Policy (http://www.liv.ac.uk/diversity-and-equality/policies/).

Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.

The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.
## Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
</table>
| • Change to Director of Studies  
• Change of External Examiner  
• Change to programme structure to add HIST560 and HIST504  
• Subsequent updating of skills mapping, learning, teaching and assessment strategies and marking criteria. | Minor |  |  | 2016/17 |