PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	UWE
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Department responsible for programme	Arts
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) English and History
Default Award Title	N/A
Fall-back Award Title	
Interim Award Titles	BA English and History Dip HE English and History Cert HE English and History
UWE Progression Route	
Mode of Delivery	SW, FT, PT
ISIS code/s	**ISIS2: QV31** QV31(FT), QV3A(SW)
For implementation from	September 2018

Part 2: Description

The educational aims of Programme are to:

- provide a current curriculum which offers depth within and breadth across the subject areas through distinctive modules based on staff expertise;
- provide students with a thorough knowledge of English literary culture by exposing them to canonical and non-canonical texts from the Renaissance to the twenty-first century;
- develop students' critical practices that stress the crucial balance between close reading and theoretical/contextual models of interpretation;
- extend students' knowledge of the historical and intellectual frames of reference from which literature emerges;
- offer a distinctively varied learning and assessment portfolio which encourages the development of analytic skills, creative expression and critical argument;
- provide a supportive and responsive framework for students' academic and personal development;
- provide intellectually challenging and student-focused teaching that is informed and enriched by staff research;

Part 2: Description

- offer distinctive and varied teaching practices, including individual tutorials, student-led seminars, lectorials, lectures, workshops and virtual learning environments;
- foster a progressive academic culture in which students mature and develop independence over the course of their degree;
- offer a compulsory curriculum that develops outward-facing, employable students who are fully conscious of the value of their subject-specific knowledge and skills;
- encourage students to practice their subject-specific knowledge and skills in real working environments through the employability strategy;
- offer modules that engage and connect with cognate programmes across the faculty, facilitating integrated learning opportunities;
- offer opportunities that address UWE's wider agenda, such as sustainability, childhood and the creative industries;
- understand the basic concerns of History as a discipline, which deals with the ideas, motivations, and interactions between individuals, organisations and societies in the past;
- to share the common critical, conceptual and analytical skills developed by all graduates of the History programme;
- introduce a comprehension of the development of the discipline and the variety of approaches adopted by its practitioners;
- to engage in reading and evaluation of primary sources of various kinds; to feel confident in contributing to intellectual debates; to analyse and evaluate the arguments of others; and to formulate and effectively communicate their own arguments in both oral and written modes;
- to envisage themselves as contributing to the cultural life of the academic community and beyond

Description of any Distinctive Features

English modules offer diverse opportunities to engage creatively with texts, for example, writing soliloquies and sonnets. The employability orientated English Independent Project is an optional level three module designed to provide pathways to future careers. Students can choose from: Dissertation; Research-based Creative Writing; Module Design; Anthology; Criticism and Review; Work Experience; Group Project.

History modules offer distinctive modes of assessment – including the making of short documentary films (part of the compulsory level one *Sources for Courses* module) and designing websites (part of the core level two *Project Management in History* module). There are opportunities to develop these skills in the level three *Applied Historical Research* module, which offers students a range of forms to choose from in presenting their research projects.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This programme encourages students to produce academic work of the highest calibre by achieving the stipulated learning outcomes for all of their modules. The programme brings together a developed knowledge of literature and history with an application of this knowledge to industry-facing scenarios and real-world tasks. Teaching, learning and assessment across all modules focuses on the development of skills applicable to a variety of careers aimed at the Cultural Industries and beyond. Students are advised to engage in extra-curricular activities, such as joining the English Society. In English, at level 3 the Kate Fullbrook Award is presented to the student who best exemplifies achievement in adversity; the Keith Davey Memorial Prize for the best English Independent Project is awarded to the highest achieving student on the module. In History the Trevor Johnson Prize is awarded for the best performance in Single Honours History BA; the Neil Edmunds Prize for best performance in Joint Honours.

Regulations

Approved to University Regulations and Procedures

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	UPHNE3-15-1	UPHNE4-15-1	UPHNE5-15-1	UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	UPHPGL-30-2	UPHPGN-30-2	UPHPGQ-30-2	UPHPHB-30-2	UPHPHC-30-2	UPHPHE-30-2	UPHPJ4-30-2	UPHPLN-30-2	UPHPGX-30-2	UPHAVM-30-2	UPHN5V-30-2	UPHPHP-30-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPHPKQ-30-3	UPHPKC-30-3	UPHN5U-30-3	UPHPJC-30-3	UPHPLH-30-3	UPHPL5-30-3	UPHPL4-30-3	UPHPJY-30-3	UPHAVQ-30-3	UPGP6K-30-3
A) Knowledge and understanding of:																																							
a wide range of literature in English from the nineteenth, twentieth and twentieth-first centuries, with some knowledge of pre-1800 literature	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the cultural and historical contexts which shaped and were shaped by the authors and texts studied	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the key terms and concepts used in the analysis and interpretation of literary ideas	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the range and variety of modern approaches to the study of literary texts	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the interrelations of literary study with the knowledge produced within other disciplines	X	X	X					X	X	X	X													X	X	X	X	X	X										X
major forces that have shaped the historical understanding of societies				X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	
historical themes from the late fourteenth to the present, with emphasis on Britain in its national, imperial and international context, western and eastern Europe, the United States of America and Africa				X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	UPHNE3-15-1	UPHNE4-15-1	UPHNE5-15-1	UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	UPHPGL-30-2	UPHPGN-30-2	UPHPGQ-30-2	UPHPHB-30-2	UPHPHC-30-2	UPHPHE-30-2	UPHPJ4-30-2	UPHPLN-30-2	UPHPGX-30-2	UPHAVM-30-2	UPHN5V-30-2	UPHPHP-30-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPHPKQ-30-3	UPHPKC-30-3	UPHN5U-30-3	UPHPJC-30-3	UPHPLH-30-3	UPHPL5-30-3	UPHPL4-30-3	UPHPJY-30-3	UPHAVQ-30-3	UPGP6K-30-3
varieties of history, including economic, social, political, diplomatic, cultural, and the connections between them				X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	
a range of modern approaches which have informed the discipline, for example race, ethnicity and gender	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
key concepts, secondary and primary sources, debates and historiography				X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	
(B) Intellectual Skills																																							
the ability to identify the complexities of the major literary genres and other forms of written and oral communication	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the ability to write critical essays, which demonstrate an ability to form coherent arguments and synthesise critical ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
the ability to extract and synthesise key information from the literature and to interpret layers of meaning within texts	X	X	X					X	X	X	X													X	X	X	X	X	X										X
an awareness of how literature and language produce and reflect cultural difference	X	X	X					X	X	X	X													X	X	X	X	X	X										X
to think critically	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
to analyse a situation, a condition or a problem				X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	
to form arguments and synthesise critical ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Part 3: Learning Outcomes of the Programme																																						
Learning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	UPHNE3-15-1	UPHNE4-15-1	UPHNE5-15-1	UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	UPHPGL-30-2	UPHPGN-30-2	UPHPGQ-30-2	UPHPHB-30-2	UPHPHC-30-2	UPHPHE-30-2	UPHPJ4-30-2	UPHPLN-30-2	UPHPGX-30-2	UPHAVM-30-2	UPHN5V-30-2	UPHPHP-30-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPHPKQ-30-3	UPHPKC-30-3	UPHN5U-30-3	UPHPJC-30-3	UPHPLH-30-3	UPHPL5-30-3	UPHPL4-30-3	UPHPJY-30-3	UPHAVQ-30-3	UPGP6K-30-3
to understand, apply and develop concepts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
to synthesise different types of information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
to evaluate primary and secondary evidence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
(C) Subject/Professional/ Practical Skills																																							
the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the ability to design and produce a substantial piece of independent research or personal writing													X											X									X		X				
knowledge of the conventions of literary research and presentation, including citation and referencing	X	X	X					X	X	X	X													X	X	X	X	X	X										X
the ability to work, communicate and participate in groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
acquiring complex information of diverse kinds, from a variety of sources (library, internet, corpora, discussion with peers)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to use and present material clearly, and to reason and argue effectively, both orally and in writing, using the appropriate register and style and with proper referencing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to research topics using electronic and hard-copy sources	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to make concise and structured presentations		X											X					X	X		X	X		X		X		X				X		X	X	X	X		X	X

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	UPHNE3-15-1	UPHNE4-15-1	HUPHNE5-15-1	UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	UPHPGL-30-2	UPHPGN-30-2	UPHPGQ-30-2	UPHPHB-30-2	UPHPHC-30-2	UPHPHE-30-2	UPHPJ4-30-2	UPHPLN-30-2	UPHPGX-30-2	UPHAVM-30-2	UPHN5V-30-2	UPHPHP-30-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPHPKQ-30-3	UPHPKC-30-3	UPHN5U-30-3	UPHPJC-30-3	UPHPLH-30-3	UPHPL5-30-3	UPHPL4-30-3	UPHPJY-30-3	UPHAVQ-30-3	UPGP6K-30-3
the ability to evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written form				X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X
the ability to demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(D) Transferable skills and other attributes																																							
effective written and communication skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
use IT for a variety of purposes, from research to the production of work for written and presentational assessments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
study effectively and manage their time efficiently	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
locate and evaluate diverse information sources and extract relevant information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
thinking and working independently	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to work autonomously under pressure and to meet deadlines	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
the ability to work co-operatively as a constructive team member	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marshal their ideas in a limited time	X			X	X	X				X			X	X	X	X	X		X	X	X	X		X		X		X		X	X		X	X	X	X		X	X
Organise and self-direct substantial projects				X									X								X			X		X			X				X			X		X	
respond quickly and constructively to comments and suggestions;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Part 3: Learning Outcomes of the Programme																																	
formulate questions									X					X		X	X		X		X		X			X					X		X	

Part 4: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including: • level and credit requirements • interim award requirements • module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
	Level 1	UPGND7-15-1 Close Reading UPGPPU-30-1 Literature and Ideas UPGNDX-15-1 Imagined Worlds: Utopian and Dystopian Literature UPHNE3-15-1 British History from the Black Death to the Peterloo Massacre UPHNE4-15-1 Modern British History UPHNE5-15-1 History and Evidence UPGNE6-15-1 Working with History	None	Cert HE English and History 120 credits

		Compulsory Modules	Optional Modules	Interim Awards
Level 2		UPGNCN-15-2 Shakespeare's Heroes and Villains UPGNCQ-15-2 Romanticism and Slavery in the Age of Revolution UPGNCR-15-2 Class and Culture in Victorian Literature UPGNCW-15-2 The Black Atlantic: from the Middle Passage to Hip Hop	Students must choose 60 credits from the following options: UPHPGN-30-2 Project Management in History (If you wish to take **UPHPKC-30-3** Applied Historical Research at level 3 you must take this module) UPHPLN-30-2 Public History: Representations of the Past 1400 to the present UPHPGX-30-2 Crime and Protest 1750-1930 UPHPHE-30-2 The Making of Modern South Africa: Segregation, the State, and the Origins of Apartheid 1820-1948 UPHPGQ-30-2 Problems of Power: US History from 1776-Present UPHPHC-30-2 Politics and Society in Ireland since 1750 Contd.	Dip HE English and History 240 credits

			UPHPGL-30-2 Men and Women in Imperial Britain c. 1700-1800 UPHAVM-30-2 War and Memory: Public History and Politics in Europe since 1945 UPHPJ4-30-2 The First English Empire - Britain, Ireland and France, c. 1000-1540 UPHN5V-30-2 Divine Right, Regicide and Revolution: Politics in Tudor and Stuart Britain, 1509-1689 UPHPHB-30-2 Themes in the Social and Political History of Fascism: Europe, 1890-1945 UPHPHP-30-2 Britain's Second Empire: The Transformation from Empire to Commonwealth, 1820-1965	

Placement Year (taken between years 2 and 3) For students on the sandwich route. – a significant period of paid employment or self-employment. A typical placement lasts for 26 weeks or more. During this time students must complete the 30 credit level 3 module, Professional Development on Placement UPNNA5-30-3

This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.
This provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.
To be eligible for Placement students would normally be expected to have passed a minimum of 210 credits

Placement learning: may include a practice placement: (Please note this should not be confused with Placement Year)
Students choosing the Level 3 history option module **History in the Public Space** will be expected to participate in a placement equivalent of 20 days' work experience. This may operate as a block, or as one day per week depending upon the requirements of the placement organisation. Placement as a block enables students to carry out the work outside of the teaching timetable (e.g. during vacations) whilst a one day per week placement allows students to take other modules without interference. The exact timing of the placement will be decided before allocation to students so that they are fully aware of commitment requirements.
As there is no expectation that students will be paid for their work, placements will normally take place in the Bristol area. Placement organisations will be made aware that any additional travel should be covered at their own expense.

		Compulsory Modules	Optional Modules	Interim Awards
Level 3		None	Students must take 60 English and 60 History credits from: *Students who have completed a Placement (and passed the relevant modules) are required to select 30-60 credits from English, and 30-60 credits from History up to a maximum credit value of 90 credits* UPGPPD-30-3 English Independent Project (if you choose this module you must not take UPHPKC-30-3 Applied Historical Research UPGPPR-30-3 Children's Fiction since 1900 UPGPTF-30-3 Contemporary British Fiction UPGP6K-30-3 Crime and Detection in Nineteenth-Century Literature UPGPPA-30-3 Contemporary American Narrative UPGPFS-30-3 Gothic Literature UPHPKC-30-3 Applied Historical Research (if you choose this option you must not take UPGPPD-30-3 EIP). UPHPL4-30-3 History in the Public Space UPHPL5-30-3 Mafias, Mythologies, and Criminal Networks: The United States and the Globalization of Crime cont.	BA English and History *300 credits*

		UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the Near East 1821-1991 UPHPJY-30-3 Stalin and Stalinism UPHPKQ-30-3 Crowds, Disorder and the Law in England, 1730-1820 UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization, 1918-1965 UPHN5U-30-3 Resistance to Fascism and Nazism in Western Europe: the Spanish Civil War and Occupied France, 1936-45 UPHAVQ-30-3 Youth and Youth Culture in Modern Britain	**HIGHEST AWARD:** BA(Hons) English and History 360 credits

Part time:
The following structure diagram demonstrates the **ideal** student journey from Entry through to Graduation for a typical **part time student.**

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UPGND7-15-1 Close Reading UPGNDX-15-1 Imagined Worlds UPHNE5-15-1 History and Evidence UPHNE6-15-1 Working with History	None	

Year 1.2	UPGPPU-30-1 Literature and Ideas UPHNE3-15-1 British History from the Black Death to the Peterloo Massacre UPHNE4-15-1 Modern British History	None	Cert HE English and History 120 credits

	Compulsory Modules	Optional Modules:	Interim Awards
Year 2.1	UPGNCN-15-2 Shakespeare's Heroes and Villains UPGNCQ-15-2 Romanticism and Slavery in the Age of Revolution	(students must choose 30 credits from History modules)	

	Compulsory Modules	Optional Modules 60 credits	Interim Awards
Year 2.2	UPGNCR-15-2 Class and Culture in Victorian Literature UPGNCW The Black Atlantic: from the Middle Passage to Hip Hop	Students must choose 30 credits from History modules	Dip HE English and History 240 credits

	Compulsory Modules	Optional Modules 60 credits	Interim Awards
Year 3.1	none	Students must choose 30 credits from English modules and 30 credits from History modules	BA English and History *300 credits*

	Compulsory Modules	Optional Modules 60 credits	Interim Awards
Year 3.2	none	Students must choose 30 credits from English modules and 30 credits from History modules	**HIGHEST AWARD:** BA(Hons) English and History 360 credits

Part 5: Entry Requirements

The University's Standard Entry Requirements apply

Part 6: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

Strategy 2020

QAA UK Quality Code for HE
    National qualification framework
    Subject benchmark statements
University strategies and policies

The learning outcomes that underlie the educational aims of the UWE undergraduate English programme are broadly in line with QAA Benchmark Statement (2007) and FHEQ qualification descriptors (2008). Learning outcomes are level-specific, increasing in terms of sophistication and complexity with each level. The learning outcomes of UWE English increasingly involve creative opportunities in line with the QAA Benchmark Standards (2007). In the case of the English Independent Project, which has several types of assessment, specific learning outcomes clearly express the equivalence of the range of projects. Assessments operate within QAA Benchmarking guidelines and within the regulatory framework offered by the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework.' Staff research feeds into modules at various levels, and in particular at level three, where modules are created in line with staff expertise as well as what will develop and be of practical use to our students in the workplace. Students are encouraged to attend staff research papers and activities. We have consulted closely with Careers, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team. Employability skills are developed across modules through appropriate methods of teaching and learning to improve students' employment prospects.

History provision is underlain by the QAA Benchmark Statement (2007) and the (2008) FHEQ qualification descriptors. Level-specific learning outcomes increase in terms of sophistication and complexity with each level. QAA Benchmarking guidelines and the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework' govern assessment. Staff research feeds into modules across levels 1-3: especially at level three, where modules align with staff expertise. Students are encouraged to attend staff research papers and activities. These are offered under the aegis of the Regional History Centre. We consult closely with colleagues in careers/volunteering concerning module development. Employability skills are developed across modules through appropriate methods of teaching and learning to improve students' employment prospects.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Formal and informal student feedback (e.g., Student Representative Staff Forum, Module Evaluation);
- Focus groups with current students;
- Ongoing consultation with Careers;
- Feedback from Academic Review in 2012 (the English Programme was reviewed), for which the panel included current and former students as well as external colleagues;
- Case studies as part of a UWE Learning and Teaching fellowship project - a University wide feedback study;
- Consultation with academic peers.

FOR OFFICE USE ONLY

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Date of last Periodic Curriculum Review				