University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	
Faculty responsible for programme	ACE
Department responsible for programme	History, Philosophy and Politics
Modular Scheme Title	Humanities Undergraduate Modular Scheme
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	
Highest Award Title	BA (Joint Hons) History and … (another half award)
Default Award Title	NA
Interim Award Titles	BA History and … (another half award); Diploma in HE - History and … (another half award); Certificate in HE - History and … (another half award)
UWE Progression Route	
Mode(s) of Delivery	
Codes	**UCAS:** BV91, CV81, LV11, LV21, LV31, LV61, MV11, NV51, QV31, VG11 VG13, VL12, VL18, VQ11, VV15, VW16 VX19, WV41, GV71, NV11, VL18 VG14, VT17, VP19, RV91	**JACS:**
	ISIS2:	**HESA:**
Relevant QAA Subject Benchmark Statements	History
CAP Approval Date	25 January 2012
Valid until Date	Ongoing
Version	6

Part 2: Educational Aims of the Programme

- Students of the History programme will understand the basic concerns of this discipline, which deal with the ideas, motivations, and interactions between individuals, organisations and societies in the past.
- They will share the common critical, conceptual and analytical skills developed by all graduates of the History programme.
- They will be introduced to the development of the discipline and the variety of approaches adopted by its practitioners.
- They will be able 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.
- The students' degree work on this programme should encourage them to envisage themselves as contributing to the cultural life of the academic community and beyond.

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	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of: 1. major forces that have shaped the historical understanding of societies; 2. 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; 3. varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them; 4. a range of modern approaches which have informed the discipline, for example race, ethnicity and gender; 5. key concepts, secondary and primary sources, debates and historiography	**Teaching/learning methods and strategies:** The strategies employed on this programme to achieve these outcomes are a combination of lectures, seminars, workshops, one-to-one meetings and web-based learning. Also reading which is directed at Level I and which becomes more independent, although still structured, at later stages. The module handbooks provide guidance on both essential and further reading. **Assessment:** In all modules assessment is achieved through a mixture of coursework and controlled conditions. Examples of coursework are essays (normally between 1500 and 3000 words) and extended essays (up to 5,000 words), document analyses, oral presentations, reviews of books, comparative article analyses and picture analyses.
B Intellectual Skills	

Part 3: Learning Outcomes of the Programme	
B Intellectual Skills Students on the programme will learn to: 1. think critically; 2. analyse a situation, a condition or a problem; 3. form arguments and synthesise critical ideas; 4. understand, apply and develop concepts; 5. synthesise different types of information; 6. evaluate primary and secondary evidence.	**Teaching/learning methods and strategies:** At each Level the seminar is central to the development of intellectual skills. For example, student presentations require the ability to synthesise and evaluate secondary literature and/or primary evidence. They also enable all students in the group to formulate and respond to questions from their peers. Students are also encouraged to use the opportunity of the small-group forum to raise issues from elsewhere in the course, particularly lectures. Lectures guide and support the seminar programme, while all students are provided with the opportunity to meet with tutors on a one-to-one basis to discuss their progress.
	Assessment: Assessment is achieved through essays and other coursework, which will demand the abilities to synthesise and evaluate material, argue concisely and read critically. Also through examinations, which will test the student's ability to write under pressure, and to analyse document-based 'gobbets'. Examinations will also demand coverage of different parts of the syllabus and guarantee that answers are the student's own work.
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills Students on the programme will demonstrate the capacity to: 1. research topics using electronic and hard-copy sources; 2. make concise and structured presentations; 3. evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written form;	**Teaching/learning methods and strategies:** Detailed guidance on each piece of coursework is provided in the relevant Module Handbook and supplemented by information in the History Handbook. This guidance is explicitly integrated into the seminar programme by tutors who set aside clearly defined times to ensure that expectations are fully understood and to answer questions from students. All students may see tutors on a one-to-one basis to discuss any aspect of teaching and learning.

Part 3: Learning Outcomes of the Programme

	Assessment:
4. demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.	Assessment of written skills takes place through a variety of coursework ranging from short pieces (typically 1000-1250 words) such as book reviews and document analyses, through more conventional essays (c. 1500-3000 words) to extended essays and dissertations (c. 5000-10000 words). Oral skills are assessed at each Level, and also form part of the assessment for the Level 3 dissertation. At every Level, examinations (typically of three hours' duration), complement the coursework by requiring students to answer a range of questions independently and within a tightly specified time period.

D Transferable Skills and other attributes

D Transferable Skills and other attributes	Teaching/learning methods and strategies:
Students successfully completing the programme will be able to: 1. communicate effectively orally and in writing; 2. formulate and convey ideas and arguments in a limited time; 3. take responsibility for their own learning, including the exercise of initiative and the effective management of self-directed study time; 4. utilise electronic resources, for example, to carry out a literature search; 5. respond quickly and constructively to comments and suggestions; 6. formulate questions.	Oral skills are developed in both assessed and non-assessed seminar work; written skills are developed through a wide variety of assignments. Students learn to formulate ideas in a limited time through preparing for seminar presentations and sitting examinations. Each piece of coursework has a prescribed word limit which students are obliged to observe. Most of a student's time is spent outside formal lecture and seminars, and all students are expected to undertake extensive reading for seminars and for coursework. They are also encouraged to follow their own interests to explore a range of other sources relevant to the modules chosen. Self-directed learning is encouraged from the outset. In some modules students are required to reflect and comment on discussions arising from their seminar presentation, thus demonstrating an ability to respond to comments from members of the group. The Faculty provides support for these teaching and learning methods through a series of workshops for essay writing skills and short courses in computing, while the Library provides not only induction courses but opportunities for more advanced users to develop the necessary skills. These are open to undergraduates and postgraduates following taught programmes of study.

Part 3: Learning Outcomes of the Programme	
	Assessment: Every module has at least two pieces of assessed, written coursework as well as a test under controlled conditions. With very few exceptions the latter counts for at least half of the marks. Many modules include an assessed seminar as part of the coursework.

Part 4: Programme Structure

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Student MUST take **UPHPK4-30-1:** Sources for Courses: History and Evidence	Students **MUST** take an additional 30 credits from the Level 1 optional modules on offer.	• Credit requirements 120 – Certificate in Higher Education • Other requirements None
	Year 2	Compulsory Modules There are no compulsory modules for this level of the award	Optional Modules Students must take two 30 credit level 2 History modules (or an equivalent combination with 15 credit and/or 30 credit modules) If you wish to take UPHPKC-30-3 – History Dissertation at level 3 you must take UPHPGN-30-2 – Project Management in History	Interim Awards • Credit Requirements 240 – Diploma in Higher Education • Other requirements None
		Year Out: NOT APPLICABLE FOR THIS AWARD		
	Year 3	Compulsory Modules	Optional Modules Students must take either two of the History Level 3 modules on offer. Or: UPHPKC-30-3 Plus one of the History modules on offer. . Students taking this combination must have passed UPHPGN-30-2.	Interim Awards Credit requirements • BA(Hons) – 360 • BA - 300

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

A & AS Levels
- Tariff points as appropriate for the year of entry. AS General Studies is excluded from the points tariff range.
- Preference given to relevant subjects such as History, Theatre Studies, Media Studies, Arts, Social Science.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 4 Distinctions and 2 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBC.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 74%. International with between 24 and 32 points.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Assessment Map

Part 6: Assessment

The programme encompasses a range of **assessment methods** including essays, presentations, oral assessment, projects and written examinations. These are detailed in the following assessment map:

Assessment Map for BA (hons) History Half Award

	Module	Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UPHPK4-30-1								A (60)		A (40)
Compulsory Modules Level 2											
Compulsory Modules Level 3											
Optional Modules Level 2	UPHPGQ-30-2	A (60)					B (20)	B (20)			
	UPHPLN-30-2							B (50)	A (50)		
	UPHPHC-30-2	A (50)						B (50)			
	UPHPGL-30-2	A (50)						B (50)			
	UPHPHB-30-2	A (50)						B (50)			
Optional Modules Level 3	UPHPK9-30-2	A (50)						B (50)			
	UPHPHE-30-2	A (50)						B (50)			
	UPHPK6-30-3	A (50)						B (50)			
	UPHPK7-30-3	A (40)						B (60)			
	UPHPK8-30	A (50)						B (50)			
	UPHPKQ-30-3	A (30)						B (70)			
	UPHPJY-30	A (40)						B (60)			
	UPHPLH-	A					B	B			

Part 6: Assessment

30	(50)					(10)	(40)			
UPHPJF-30	A (50)						B (50)			
UPHPL4-30						B (20)		A (60)		B (20)

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the History programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops, and fieldwork.   These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement. This constitutes an average per level as indicated below.

Description of Distinctive Features and Support

- One week's Induction Programme for orientation, study skills, library and IT resources.
- Student Handbooks and Module Outlines.
- Learning Resource Web, including web links to extend the scope of Module Outlines.
- Staff / student ratios for teaching of 15:1.
- Extensive collection of primary sources on microfilm
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner and researcher.

Part 8: Reference Points and Benchmarks

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

QAA subject benchmark statements
University strategies and policies
Staff research projects
Employer interaction and feedback

This specification provides a concise 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.