

Programme Specification

Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	CAHE
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	BA (Joint Hons) History and ... (another half award)
<b>Default award title</b>	Not Applicable
<b>Interim award title</b>	BA History and ... (another half award); Diploma in HE - History and ... (another half award) Certificate in HE - History and ... (another half award)
<b>Modular Scheme title (if different)</b>	Humanities Undergraduate Modular Scheme
<b>UCAS code (or other coding system if relevant) ISIS Code</b>	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.
<b>Relevant QAA subject benchmarking group(s)</b>	History
<b>Valid until</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2003
	Updated September 2008 Updated January 2009 Updated September 2010 Updated October 2010 Updated February 2011
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code</b>	
5.1	
<i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i>	

## Section 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.

## Section 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: ...*

### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and Understanding of:</b></p> <ol style="list-style-type: none"> <li>1. major forces that have shaped the historical understanding of societies;</li> <li>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;</li> <li>3. varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them;</li> <li>4. a range of modern approaches which have informed the discipline, for example race, ethnicity and gender;</li> <li>5. key concepts, secondary and primary sources, debates and historiography.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>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.</p> <p>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.</p> <p><b>Assessment:</b></p> <p>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.</p>

## B Intellectual Skills

<p><b>B Intellectual Skills:</b></p> <p>Students on the programme will learn to:</p> <ol style="list-style-type: none"><li>1. think critically;</li><li>2. analyse a situation, a condition or a problem;</li><li>3. form arguments and synthesise critical ideas;</li><li>4. understand, apply and develop concepts;</li><li>5. synthesise different types of information;</li><li>6. evaluate primary and secondary evidence.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>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.</p> <p>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.</p> <p><b>Assessment:</b></p> <p>Assessment is achieved through essays and other coursework, which will demand the abilities to synthesise and evaluate material, argue concisely and read critically.</p> <p>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.</p>
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## C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills:</b></p> <p>Students on the programme will demonstrate the capacity to:</p> <ol style="list-style-type: none"><li>1. research topics using electronic and hard-copy sources;</li><li>2. make concise and structured presentations;</li><li>3. evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written form;</li><li>4. demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>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.</p> <p><b>Assessment:</b></p> <p>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).</p> <p>Oral skills are assessed at each Level, and also form part of the assessment for the Level 3 dissertation.</p> <p>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.</p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes:</b></p> <p>Students successfully completing the programme will be able to:</p> <ol style="list-style-type: none"><li>1. communicate effectively orally and in writing;</li><li>2. formulate and convey ideas and arguments in a limited time;</li><li>3. take responsibility for their own learning, including the exercise of initiative and the effective management of self-directed study time;</li><li>4. utilise electronic resources, for example, to carry out a literature search;</li><li>5. respond quickly and constructively to comments and suggestions;</li><li>6. formulate questions.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>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.</p> <p><b>Assessment:</b></p> <p>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.</p>
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## Section 4: Programme structure

ENTRY  
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Year 1/Level 1	<p>Compulsory modules Student <b>MUST</b> take <b>UPHPK4-30-1</b>: Sources for Courses: History and Evidence</p>	<p><b>Optional modules</b></p> <p>Students <b>MUST</b> take an additional 30 credits from the History Level 1 optional modules on offer.</p> <p><b>OR</b> 30 credits at level 1 or above from the HLSS Integrated UG Modular Scheme</p>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit requirements 120 – Certificate in Higher Education</li> <li>• Other requirements None</li> </ul>
	<p><b>Core modules</b></p> <p>There are no compulsory modules for this level of this award</p>		
YEAR 2/Level 2	<p><b>Compulsory modules</b></p> <p>There are no compulsory modules for this level of the award</p>	<p><b>Optional modules</b></p> <p>Students must take two 30 credit level 2 History modules (or an equivalent combination with 15 credit and/or 30 credit modules)</p> <p>If you wish to take UPHPKC-30-3 – History Dissertation at level 3 you must take UPHPGN-30-2 – The Theory and Practice of History at level 2</p>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit Requirements 240 – Diploma in Higher Education</li> <li>• Other requirements None</li> </ul>
	<p><b>Core modules</b></p> <p>There are no core modules for this level of this award</p>		
Year out	<p><i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> NOT APPLICABLE FOR THIS AWARD</p>		
Year 3/Level 3	<p><b>Compulsory modules</b></p> <p>There are no compulsory modules for this level of this award.</p>	<p><b>Optional modules</b></p> <p>Students must take either two of the History Level 3 modules on offer. A list can be obtained from the Faculty Administration Team.</p> <p>Or:</p> <ul style="list-style-type: none"> <li>• UPHPKC-30-3</li> </ul> <p>Plus one of the History special subject modules on offer. A list can be obtained from the Faculty Administration Team.</p> <p>Students taking this combination must have passed UPHPGN-30-2.</p>	<p><b>Prerequisite requirements</b></p> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements -240</li> <li>• other None</li> </ul>
	<p><b>Core modules</b></p> <p>There are no core modules for this level of this award.</p>		<p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest BA(Hons)</li> <li>• Default title – Not applicable</li> </ul> <p><b>Credit requirements</b></p> <ul style="list-style-type: none"> <li>• BA(Hons) – 360</li> <li>• BA - 300</li> </ul>

→ GRADUATION

## Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

### 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.

## Section 6: Assessment Regulations

- a) **University Academic Regulations and Procedures** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

## Section 7: Student learning: 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.

## Section 8 Reference points/benchmarks

The following reference points and considerations were used in designing the programme:

- University teaching and learning policies.
- Staff research projects.
- QAA Subject Benchmarks for History.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.