



University of the
West of England

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	Arts	
Modular Scheme Title	Humanities Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates		
Highest Award Title	BA(Hons) History	
Default Award Title	N/A	
Interim Award Titles	BA History; Diploma in HE - History; Certificate in HE - History	
UWE Progression Route		
Mode(s) of Delivery		
Codes	UCAS: V100	JACS:
	ISIS2: V100	HESA:
Relevant QAA Subject Benchmark Statements	History	
CAP Approval Date		
Valid until Date	September 2018	
Version	7.1	

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 of the variety of approaches adopted by its practitioners.
- They will be able to: engage in close reading and critical evaluation of primary sources of various kinds; feel confident in contributing to intellectual debates; analyse and evaluate the arguments of others; formulate and effectively communicate their own arguments in both oral and written modes; and to undertake independent research.
- 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	
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 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. the development of History as a discipline and of the work of individual historians; 5. a range of modern approaches which have informed the discipline, for example race, ethnicity and gender; 6. key concepts, secondary and primary sources, debates and historiography. 	<p>Teaching/learning methods and strategies:</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>Reading is closely directed at Level 1 and, although still structured, becomes progressively more independent, at later stages. Information relating to each module is provided at Blackboard that provides guidance on both essential and further reading.</p> <p>Assessment:</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. Normally there is an examination and, in the case of the dissertation module, there is an assessed oral presentation.</p>

Part 3: Learning Outcomes of the Programme

B Intellectual Skills

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. Individual supervision on a regular basis is provided for all Level 3 students in order that they are equipped to write their dissertation.

Assessment:

Assessment is achieved through essays and other coursework, which will demand the abilities to synthesise and evaluate material, argue concisely and read critically.

Furthermore, examinations 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.

Part 3: Learning Outcomes of the Programme

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;
4. formulate questions and design a substantial independent piece of historical research or essay in historiography;
5. demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.

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.

Assessment:

Assessment of written skills takes place through a variety of coursework ranging from short pieces (typically 1,000-1,250 words) such as book reviews and document analyses, through more conventional essays (c. 1,500-3,000 words) to extended essays (c. 5,000 words) and a dissertation (c. 10,000 words).

Oral skills are assessed at each Level, and form part of the assessment for the Level 3 in association with 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.

Part 3: Learning Outcomes of the Programme

D Transferable Skills and other attributes

D Transferable Skills and other attributes:

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. construct and investigate appropriately conceived and informed enquiries.

Teaching/learning methods and strategies:

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 and is likely to reach its greatest extent in the final year when students undertake the research that informs the writing of their dissertation. 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.

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. All single honours students must attend a scheduled meeting at which s/he will make an oral presentation that is integral to the dissertation module.

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	Year 1	Compulsory Modules Student MUST take UPHPK4-30-1: Sources for Courses: History and Evidence UPHPK3-30-1: British History from the Black Death to the Modern Day. UPHPK5-30-1 Foundations of Modern Europe UPHPGD-30-1 International History 1890-2000: The Century of the Superpowers	Optional Modules There are no optional modules at Level 1	Interim Awards <ul style="list-style-type: none"> Credit requirements 120 – Certificate in Higher Education
	Year 2	Compulsory Modules <ul style="list-style-type: none"> UPHPGN-30-2 Project Management in History 	Optional Modules Students must take an additional 90 Level 2 History credits from those on offer.	Interim Awards <ul style="list-style-type: none"> Credit Requirements 240 – Diploma in Higher Education
	Year Out: NOT APPLICABLE FOR THIS AWARD			
	Year 3	Compulsory Modules <ul style="list-style-type: none"> UPHPKC-30-3 History Dissertation 	Optional Modules Students must take a further 90 credits at level 3 History from those on offer.	Interim Awards <ul style="list-style-type: none"> Credit requirements 300 - BA
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 year of entry. AS General Studies is excluded from the points tariff range.
- Preference given to relevant subjects such as History and Social Science.

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

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

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 70% and 74%. International with between 28 and 32 points

Part 6: Assessment

A: Approved to University Regulations and Procedures

Assessment Map

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

		Type of Assessment*									
		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)
	UPHPK3-30-1	A (50)						B (50)			
	UPHPK5-30-1	A (40)						B1, B2, B3 (33, 33, 34)			

Part 6: Assessment

	UPHPGD-30-1	A (50)					B3 (10)	B1, B2 (20, 20)				
Compulsory Modules Level 3	UPHPKC-30-3								A (10)	A (90)		
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)				
	UPHPK9-30-2	A (50)						B (50)				
	UPHPGX-30-2	A (25)						B (75)				
	UPHPJ4-30-2						A (40)	B (60)				
	UPHPHE-30-2	A (50)						B (50)				
Optional Modules Level 3	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-30-3	A (40)						B (60)				
	UPHPKY-30-3	A (50)						B (50)				
	UPHPJC-30-3	A (50)						B (50)				
	UPHPLH-30-3	A (50)					B (10)	B (40)				
	UPHPJF-30-3	A (50)						B (50)				
	UPHPL4-30-3						B (20)		A (60)		B (20)	
	UPHPL5-30-3	A (50)						B (50)				

*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

Part 7: Student Learning

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.
- BLACKBOARD, UWE's VLE, that provides programme and module specific web pages.
- 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 intranet.