



## **Programme Specification**

### **History [Frenchay]**

Version: 2025-26, v2.0, Validated

#### **Contents**

<b>Programme Specification.....</b>	<b>1</b>
<b>Section 1: Key Programme Details.....</b>	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes .....</b>	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	3
Part B: Programme Structure.....	8
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	12
Part D: External Reference Points and Benchmarks .....	12
Part E: Regulations .....	12

## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** History [Frenchay]

**Highest award:** BA (Hons) History

**Interim award:** BA History

**Interim award:** DipHE History

**Interim award:** CertHE History

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** No

**Sandwich year:** Yes

**Credit recognition:** No

**School responsible for the programme:** CATE School of Arts, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time, Part-time, Sandwich

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2025

**Programme code:** V10000

## Section 2: Programme Overview, Aims and Learning Outcomes

**Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** At UWE Bristol, students don't just learn history; students make history. We don't just teach students history; they become historians.

Our students are not just here to learn about what their professor thinks: they're here to change people's minds, including the lecturers'. We combine expert, research-led teaching with on-the-ground, get-your-hands-dirty practical experience. Students get a strong foundation in a wide range of historical time periods, they explore around the world, and they build expertise by blazing their own trail and making new discoveries about the past.

Students work one-on-one with experts with a broad and deep range of experience, along with a Britain- and world-wide network of connections. By bringing in new perspectives and broad approaches to the world in and beyond Britain, students join us in an inclusive and anti-racist approach to learning history.

By developing students' vital critical and analytical skills as apprentices to expert historians, they graduate with a wide range of transferable skills that employers value: students will be able to understand a lot of information, get to the root of it all, and communicate their findings. They will be immersed in UWE Bristol's university community and resources, but they will take their skills far beyond university, applying their knowledge and skills in professional and public contexts.

We can't wait to see what our students are going to achieve here in History at UWE Bristol: and whether it's employment or future study, we are here to rocket them toward their future.

**Features of the programme:** The History Programme at UWE is distinguished by its combination of research-led teaching and applied practice. From the outset of the degree, we support students to become part of our community of researchers, pursuing their passion for History, developing vital critical analytical and research skills, and applying them in a range of contexts within and outside of the university.

All our undergraduate history students have the opportunity to engage with our network of external professional partners from across the culture and heritage sector. We offer professional practice placements, and a placement sandwich year, where students can apply their skills developed during their studies, gain valuable work experience, and distinguish themselves as graduates as they enter the world of work. Students also have opportunities to engage with History staff research projects, collaborate on co-authored publications, and publish their own research.

Our students benefit from the Neil Edmunds Fund that provides unique support to enhance the student experience for history undergraduates at UWE. The Neil Edmunds Fund supports students to attend archives, visit exhibitions, conduct fieldwork, and attend specialist training relevant to their studies and future employment.

**Educational Aims:** The educational aims of the Programme are to:

Provide a cutting-edge curriculum which offers breadth of study across time periods, geographical ranges, methodological approaches, and sources used, each taught from a depth based in staff research expertise;

Offer distinctive and varied learning and assessment opportunities which allow students to creatively engage with historical enquiry and understand the range of ways in which historical research can be communicated, including in public-facing forms;

Develop students' understanding of the discipline of History, including its academic conventions, approaches, and methods;

Extend students' skills in critical reading, evaluating a broad range of primary sources, and engaging with historiographical debates;

Develop students' ability to formulate and effectively communicate their own arguments in both oral and written modes;

Cultivate students' research skills, enabling them to plan and produce sustained research projects demonstrating deep research, awareness of scholarly conversation, and sustained rigorous argument;

Foster students' cultural awareness and an appreciation of varying perspectives, interpretations, and experiences in the past and present;

Create a supportive and responsive pastoral framework for students' academic and personal development;

Offer modules that engage and connect with cognate programmes across the Humanities, facilitating collaborative interdisciplinary learning opportunities;

Develop outward-facing, employable students who can articulate the transferable value of their subject-specific knowledge and skills.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Historical Knowledge: Acquire a broad and in-depth understanding of historical periods, events, and processes, drawing on primary and secondary sources and considering diverse perspectives and interpretations.
- PO2. Source Analysis: Critically and empathetically evaluate primary and secondary sources, addressing questions of genre, content, perspective and purpose, and assessing their historical significance. Recognise the problems inherent in the historical record and the need to consider complex and diverse perspectives and contexts.
- PO3. Historiography: Understand the nature of historical inquiry and interpretation, considering different perspectives and approaches to historical research.

- PO4. Research and Inquiry: Identify, locate, interpret, analyse and deploy evidence to develop and answer meaningful research questions, using appropriate historical methods and scholarly resources, and showing awareness of the ethical issues and responsibilities inherent in historical research.
- PO5. Communication and Argumentation: Communicate historical knowledge and research findings effectively through textual and oral forms, constructing sustained, clear and persuasive arguments supported by evidence to answer meaningful questions about the past, and their relevance to the present and future.
- PO6. Creative and Critical Thinking: Identify and define problems/issues, and think creatively about appropriate evidence, methods and approaches, and apply these in communicating structured and sustained arguments.
- PO7. Ways of Working: Work effectively, both independently, with self-discipline and effective time-management, and collaboratively, through participation in discussion, and developing skills in active listening, planning and delegation.
- PO8. Interdisciplinary Connections: Recognise the relevance of historical understanding to other disciplines and make connections between the study of history and contemporary issues.

**Assessment strategy:** The assessment strategy has been designed to test the programme learning outcomes. Students are assessed against learning outcomes that clearly articulate progression through levels of study. Learning outcomes are assessed via assessment rubrics, ensuring that levels of achievement are clearly articulated and that all students are marked with parity across the student body.

Inclusive and creative assessment is integral to the programme. Students are empowered through choice, supporting their engagement with sustained tasks by pursuing topics that are meaningful to them, and in communicating their work in different formats, supporting all students to achieve their potential.

Throughout the degree, students will have the opportunity to choose the materials they engage with for their assessed work, and to develop their own research projects. With increasing independence over levels 4 to 6, students can shape the assessment to their chosen subject areas and choose how to communicate their learning in different ways.

At level 4 the assessment is designed to support students to develop and practice skills in critical reading and source analysis, before applying these in a work of synthesis. Having practiced critical reading and reflection in the reflective report at Level 4, students will be ready to apply this approach to their work at Level 5.

Assessments at Level 5 focus on a 'students as researchers' pedagogy, an inquiry-based model that supports students to further their own historical knowledge and understanding, and contribute to the scholarly conversation (Walkington, 2015), in preparation for their work at Level 6. Students explore historical fields of their choice, developing their own research interests, whilst engaging critically with a range of approaches and methods employed in communicating historical research in academic and public contexts. This critical conceptual work provides the basis for a more sustained primary evidence-led independent project, where students can choose any form through which to communicate their research, with space to engage imaginatively and creatively with History. Historical thinking does not only take place in academic essays and monographs, and the opportunity to discuss, research and present their work in a range of formats supports students to develop their confidence and independence in effectively articulating their knowledge and understanding.

By level 6 students are equipped to undertake a range of in-depth research and/or practice-based work. Cumulative assessment is used to support students in sustained investigation, with tasks directly feeding into a final, summative assessment. The assessments at Level 6 are designed to facilitate students to demonstrate the breadth of their skills in independent historical research, project management, problem solving, creative and critical thinking, and effective communication, through a range of formats for both academic and external audiences.

**Student support:** Assessment: for all modules students are provided with a detailed assessment brief including marking criteria; dedicated assessment sessions including an introduction to the assessment and subsequent advice sessions or

'check-ins' to refine and develop student work; and forward-facing feedback to apply to future assignments.

**Accessibility:** all learning is supported by the VLE which includes week-by-week module schedules, module reading lists, weekly preparatory tasks, materials in advance for class sessions, and in-class lecture recordings for students to review when preparing for seminars, workshops, and assessment.

**Learning and engagement:** students receive support and guidance from their module teaching teams, programme leaders, and Academic personal tutors (APTs). In addition to scheduled tutorials, the History team operates an open-door policy; History staff also have dedicated office hours where they will be available to students in-person or online. APTs and module tutors will also support students to access the wider university support services where appropriate, including wellbeing, the access and learning strategies team, student experience coaching, and study skills.

## Part B: Programme Structure

### Year 1

Part-time students must take 60 credits from the modules in Year 1.

Full-time and sandwich students must take 120 credits from the modules in Year 1.

### Year 1 Compulsory Modules (Full-time and Sandwich)

Full-time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UPHB7X-30-1	From the Early Modern to Modernity 2025-26	30
UPHB83-30-1	Contemporary Histories 2025-26	30
UPHB7Y-30-1	Nineteenth and Twentieth Centuries 2025-26	30



UA1B6R-30-1	Human Stories 2025-26	30
-------------	-----------------------	----

**Year 1 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UA1B6R-30-1	Human Stories 2025-26	30
UPHB7X-30-1	From the Early Modern to Modernity 2025-26	30

**Year 2**

Part-time students must take 60 credits from the modules in Year 2.

Full-time and sandwich students must take 120 credits from the modules in Year 2.

**Year 2 Compulsory Modules (Full-time and Sandwich)**

Full-time and sandwich students must take 120 credits from Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UPHB84-30-2	Critical Approaches 2026-27	30
UPHB85-30-2	Public History 2026-27	30
UPHB86-30-2	Archives and Evidence 2026-27	30
UA1B6S-30-2	Human Futures 2026-27	30

**Year 2 Compulsory Modules (Part-time)**

Part time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UPHB83-30-1	Contemporary Histories 2026-27	30
UPHB7Y-30-1	Nineteenth and Twentieth Centuries 2026-27	30

**Year 3**

Part-time students must take 60 credits from the modules in Year 3.

Full-time students must take 120 credits from the modules in Year 3.

Sandwich students must take 30 credits from the modules in Year 3.

**Year 3 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from Compulsory Modules (Part-time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UA1B6S-30-2	Human Futures 2027-28	30
UPHB84-30-2	Critical Approaches 2027-28	30

**Year 3 Compulsory Modules (Full-time)**

Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UPHBC8-60-3	History Advanced Options 2027-28	60
UPHBC7-30-3	Special Subject 2027-28	30
UA1B6T-30-3	Humanities Research Project 2027-28	30

**Year 3 Compulsory Modules (Sandwich)**

Sandwich students must take 30 credits from the modules in Compulsory Modules (Sandwich)

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UPGNA5-30-3	Professional Development on Placement 2027-28	30

**Year 4**

Part-time students must take 60 credits from the modules in Year 4.

Sandwich students must take 90 credits from the modules in Year 4.

**Year 4 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time)

Module Code	Module Title	Credit
UPHB85-30-2	Public History 2028-29	30
UPHB86-30-2	Archives and Evidence 2028-29	30

#### **Year 4 Compulsory Modules (Sandwich)**

Sandwich students must take 90 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UPHBC8-60-3	History Advanced Options 2028-29	60
UA1B6T-30-3	Humanities Research Project 2028-29	30

#### **Year 5**

Part- time students must take 60 credits from the modules in Year 5.

#### **Year 5 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UPHBC8-60-3	History Advanced Options 2029-30	60

#### **Year 6**

Part-time students must take 60 credits from the modules in Year 6.

#### **Year 6 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UPHBC7-30-3	Special Subject 2030-31	30
UA1B6T-30-3	Humanities Research Project 2030-31	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

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 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 History Society. 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; and the Glyn Stone prize for the best work in Applied Historical Research.

**Part D: External Reference Points and Benchmarks**

QAA History Subject Benchmark: Subject Benchmark Statement - History

Royal Historical Society updated report on Race, Ethnicity and Equality in UK  
History: RHS-Update-to-Race-Ethnicity-Equality\_June\_2024.pdf

Institute of Historical Research, History & Policy network: History & Policy | Institute of Historical Research

History UK, History, Pedagogy and EDI project: History UK: History, Pedagogy and EDI project report – History UK

UWE Enhancement Framework for academic programmes and practice.

**Part E: Regulations**

Approved to University Regulations and Procedures.