Programme Specification

Section 1: Basic Data

<table>
<tr><td>Awarding institution/body</td><td>UWE</td></tr>
<tr><td>Teaching institution</td><td>UWE</td></tr>
<tr><td>Faculty responsible for programme</td><td>Social Sciences and Humanities</td></tr>
<tr><td>Programme accredited by</td><td>Not Applicable</td></tr>
<tr><td>Highest award title</td><td>MA History</td></tr>
<tr><td>Default award title</td><td>Not Applicable</td></tr>
<tr><td>Interim award title</td><td>Postgraduate Diploma in HE - History
Postgraduate Certificate in HE - History</td></tr>
<tr><td>Modular Scheme title (if different)</td><td>Humanities Postgraduate Modular Scheme</td></tr>
<tr><td>UCAS code (or other coding system if relevant)</td><td>V10A12</td></tr>
<tr><td>Relevant QAA subject benchmarking group(s)</td><td>History</td></tr>
<tr><td>Valid until</td><td>Ongoing</td></tr>
<tr><td>Valid from (insert date if appropriate)</td><td>September 1998</td></tr>
</table>

Authorised by…   **Date:…**

Version Code

   1 (7/8/02)

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

Section 2: Educational aims of the programme

- Students on the History postgraduate programme will develop an advanced understanding of the assumptions, aims and conceptual framework that have characterised the discipline as a whole, and which deal with the ideas, motivations, and interactions between individuals, organisations and societies in the past.
- They will develop the kind of critical, conceptual and analytical skills expected of postgraduates at UWE.
- They will have a detailed and critical knowledge of 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 historical sources of various kinds; to feel confident in contributing to intellectual debates; to analyse and evaluate the arguments of others; to formulate and effectively communicate their own arguments in both oral and written modes; and to undertake independent research.
- The students' 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
A Knowledge and Understanding of:	**Teaching/learning methods and strategies:**
1. major forces that have shaped the historical understanding of societies in the long term;	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.
2. historical themes drawn from the late fourteenth century to the present, with emphasis on Britain in its national, imperial and international contexts, western and eastern Europe, the United States of America and Africa;	Also reading, which is at all stages independent, although still structured, with encouragement for students' own initiative in finding supplementary sources. Students will expand their reading to cover a wide range of literature, with intensive study of primary sources, culminating in research for the Dissertation. The module handbooks provide guidance on both essential and further reading.
3. varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them;	
4. the development of History and its nature as a discipline and of the work of individual historians and historical schools of thought;	**Assessment:**
5. a range of topics which have been central to the recent practice of the discipline, such as race, ethnicity and gender;	Assessment in all modules is achieved through a mixture of coursework and controlled conditions. Examples of coursework are shorter pieces (normally between 1000 and 2000 words) taking the form of book reviews or document exercises, through conventional essays (2000 to 3000 words), IT (database) analysis and, for controlled conditions, a two-hour examination.
6. key historical concepts, secondary and primary sources, debates, research techniques and historiography.	

B Intellectual Skills

B Intellectual Skills:	**Teaching/learning methods and strategies:**
Students on the programme will learn to: 1. think critically; 2. analyse a situation, a condition or a problem; 3. form sophisticated arguments and synthesise and comment upon critical ideas; 4. understand, apply and develop a broad range of concepts; 5. synthesise many different types of information; 6. critically evaluate primary and secondary evidence.	Is based around both group discussion of readings in secondary or primary sources, with student presentations and short lectures providing a context where appropriate, and workshops where IT applications for History are discussed and practised. Student presentations require the ability to synthesise and evaluate secondary literature and 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 dissertation students. **Assessment:** Assessment is achieved through essays and other coursework, which will demand the abilities to synthesise and evaluate material, argue concisely and read widely and 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. Together, the coursework develops a strong critical awareness of historiography and historical approaches, and a familiarity with research techniques. Dissertations demand research skills and the ability to conceptualise an original research topic, structure the results and interpret and present the results in a clear and well-organised manner.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills:	**Teaching/learning methods and strategies:**
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 wide 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 and original piece of historical research or essay in historiography, making extensive use of primary sources; 5. adhere to correct practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.	Detailed guidance on each piece of coursework is provided in the relevant Module Handbooks and supplemented by information in the PG Student Guidelines. 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 can 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 1000-2000 words) such as book reviews and document analyses, through more conventional essays (c. 2000-3000 words) to the Dissertation (c18000 words). In some modules examinations (typically of two 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 database construction and analysis; 5. respond quickly and constructively to comments and suggestions; 6. formulate questions.	Oral skills are developed in 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 sessions, 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 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 short courses in computing, and IT skills are developed through one of the compulsory modules, while the Library provides induction courses in the use of the Library as a research resource. **Assessment:** Every module has at least two pieces of assessed, written coursework as well as assessed work produced under controlled conditions. The latter counts for at least 30% of the marks.

Section 4: Programme structure
Use next page to provide a structural chart of the programme showing:
- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

MA History - Full Time

ENTRY
↓

		Optional modules	Interim Awards:
Autumn Semester		Optional modules Students must take two of the Postgraduate History modules on offer. A list can be obtained from the Graduate School	Interim Awards: Credit requirements • 60 credits: Postgraduate Certificate • Other requirements: None
Winter Semester	Compulsory modules • UPHP5A-30-M • UPHP5G-30-M		Interim Awards: Credit requirements • 120 credits Postgraduate Diploma • Other requirements: None
Year out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement* NOT APPLICABLE FOR THIS AWARD		
Summer Semester and up to September	Compulsory modules • UPHP5P-60-M	Optional modules There are no optional modules at this stage of this award.	Prerequisite requirements • Minimum credit / module requirements 120 credits • Other None
	Core modules There are no core modules at this stage of this award		Awards: • Target/highest – MA History • Default title None Credit requirements - 180

→ **GRADUATION**

MA History - Part Time - Year 1

ENTRY
↓

		Compulsory modules	Optional modules	Interim Awards:
	Autumn Semester	**Compulsory modules** There are no compulsory modules at this stage of this award. **Core modules** There are no core modules at this stage of this award	**Optional modules** Students must take one of the Postgraduate History modules on offer: A list can be obtained from the Faculty Administration Team.	**Interim Awards:** There are no interim awards at this stage of this award.
	Winter Semester	**Compulsory modules** Students must take one of these two modules: • UPHP5A-30-M • UPHP5G-30-M **Core modules** There are no core modules at this stage of this award	**Optional modules** There are no optional modules at this stage of this award.	**Interim Awards:** Credit requirements • 60 credits: Postgraduate Certificate • Other requirements: None
	Year out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement* NOT APPLICABLE FOR THIS AWARD		
	Summer Semester	**No work is required during this semester for this award.** ***Note we would recommend preparation for dissertaton.**		

MA History - Part Time - Year 2

		Compulsory modules / Core modules	Optional modules	Interim Awards / Prerequisite / Awards
ENTRY ↓	**Autumn Semester**	**Compulsory modules** There are no compulsory modules at this stage of this award. **Core modules** There are no core modules at this stage of this award	**Optional modules** Students must take one of the Postgraduate History modules on offer: A list can be obtained from the Faculty Administration Team.	**Interim Awards:** There are no interim awards at this stage of this award.

	Winter Semester	**Compulsory modules**
		
		Students must take whichever of these two modules they did not take in the previous year:
		
		• UPHP5A-30-M
		• UPHP5G-30-M
		
		Core modules
		
		There are no core modules at this stage of this award
			Optional modules
			
			There are no optional modules at this stage of this award.
				Interim Awards:
				Credit requirements
				• 120 credits
				  Postgraduate Diploma
				• Other
				  requirements: None

	Year out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement* NOT APPLICABLE FOR THIS AWARD		
	Summer Semester and up to January	**Compulsory modules** • UPHP5P-60-M **Core modules** There are no core modules at this stage of this award	**Optional modules** There are no optional modules at this stage of this award.	**Prerequisite requirements** • Minimum credit / module requirements 120 credits • Other None **Awards:** • Target/highest – MA History • Default title None **Credit requirements -** 180

→ **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:

Normally, a 2.1 Honours Degree or above in a subject with a significant History component or in a cognate discipline

Section 6: Assessment Regulations

a) **Wholly in accordance with MAR**   4

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

- One week's Induction Programme for orientation, including study skills and library and IT resources.
- Student Handbooks and Module Outlines.
- Blackboard, 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.