

Programme Specification

Section 1: Basic Data

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| Awarding institution/body | UWE |
| Teaching institution | UWE |
| Faculty responsible for programme | Humanities, Languages and Social Sciences |
| Programme accredited by | Not Applicable |
| Highest award title | BA(Hons) International History with International Politics |
| Default award title | Not Applicable |
| Interim award title | BA International History with International Politics; Diploma in HE - International History with International Politics; Certificate in HE - Humanities. |
| Modular Scheme title (if different) | Humanities Undergraduate Modular Scheme |
| UCAS code (or other coding system if relevant) | V134 |
| Relevant QAA subject benchmarking group(s) | History; Politics and International Relations. |
| Valid until | Ongoing |
| Valid from (insert date if appropriate) | September 2003 Updated September 2006 |
| Authorised by... | Date:... |
| Version Code 3 (1/09/06) | |
| <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 International History with International Politics programme will understand the basic concerns of this field of History, which may be summarised as major aspects of the inter-relationship of peoples and states.
- They also will acquire sufficient grounding in political analysis to relate their understanding of the past to their understanding of the present.
- In addition, the students on this programme will share the critical, conceptual and analytical skills developed by all graduates of the Humanities, ESS and LES Faculties at UWE.
- They will be able to engage in close reading and critical evaluation of texts 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' degree work on this programme should encourage them to envisage themselves as contributing to the cultural and artistic 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 |
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| <p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Major forces that have shaped the historical understanding of societies in the long term. 2. Themes in International History from the late fourteenth century to the present, with emphasis on regions and such themes as imperial rivalries, religious wars, population movements and ideological confrontations. 3. The evolution of the international political system and basic concepts in the political analysis of international affairs. 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, those of race, ethnicity, and gender. 6. Key concepts, secondary and primary sources, debates and historiography. | <p>Teaching/learning methods and strategies:</p> <p>Lectures, seminars, workshops, one-to-one meetings, web-based learning.</p> <p>Reading, which is directed at Level I and which will become more independent, although still structured, at later stages. The module handbooks provide guidance both on essential and on further reading.</p> <p>Assessment:</p> <p>In all modules assessment is by a mixture of coursework and controlled conditions. Examples of coursework are short 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

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| <p>B Intellectual Skills:</p> <p>Students on the programme will learn to:</p> <ol style="list-style-type: none">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. | <p>Teaching/learning methods and strategies:</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 from 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. Individual supervision on a regular basis is provided for all dissertation students</p> <p>Assessment:</p> <p>Essays and other coursework assessments will demand the abilities to synthesise and evaluate material, argue concisely and read critically.</p> <p>Examinations 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 the answers given are the student's own work.</p> |
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C Subject, Professional and Practical Skills

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| <p>C Subject/Professional/Practical Skills:</p> <p>Students on the programme will demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1. Research topics using electronic and hard-copy sources; 2. Make concise and structured presentations; 3. Evaluate critically the range of historical and political 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. | <p>Teaching/learning methods and strategies:</p> <p>Detailed guidance on each piece of coursework is provided in the relevant Module Handbooks 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 can see tutors on a one-to-one basis to discuss any aspect of teaching and learning.</p> <p>Assessment:</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

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| <p>D Transferable skills and other attributes:</p> <p>Students successfully completing the programme will be able to:</p> <ol style="list-style-type: none">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. | <p>Teaching/learning methods and strategies:</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 and is likely to reach its greatest extent in the final year when students undertake their Special Subject modules and 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.</p> <p>Assessment:</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. All single honours students must do an oral presentation as part of the dissertation.</p> |
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Section 4: Programme structure

ENTRY
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| Year 1 / level 1 | Compulsory modules | Optional modules Three of the Level 1 History modules that are on offer: | Interim Awards: |
| | <ul style="list-style-type: none"> UPPNFB-30-1 Politics Beyond the Nation State | | |
| Year 2 / Level 2 | Core modules | Optional modules Two of the Level 2 History Modules that are on offer: PLUS One of the Level 2 Politics Modules on offer. | Interim Awards: |
| | There are no core modules for this level of this award | | |
| Year out | <i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> NOT APPLICABLE FOR THIS AWARD | | |

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| Year 3 / Level 3 | Compulsory modules | Optional modules One of the Level 3 History Modules that are on offer. PLUS One of the Level 3 Politics modules on offer: | Prerequisite requirements |
| | <ul style="list-style-type: none"> UPHPKC-30-3 History Dissertation | | <ul style="list-style-type: none"> None |
| | Core modules | | Awards: |
| | Students should select one special subject which is linked to their history dissertation | | <ul style="list-style-type: none"> Target/highest BA(Hons) Default title – Not applicable |
| | | | Credit requirements |
| | | | <ul style="list-style-type: none"> BA(Hons) – 360 BA - 300 |

→ 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

- Normally Tariff points within the range of 240 – 280. AS General Studies is excluded from the points tariff range.
- Preference given to relevant subjects such as History.

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.

Section 6: Assessment Regulations

- a) **Wholly in accordance with MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

Section 7: Student learning: distinctive features and support

- One week 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, and Politics and International Relations.

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.