

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Social Sciences and Humanities (CAHE from September 2010)
Programme accredited by	Not Applicable
Highest award title	BA (Hons) Humanities
Default award title	Not Applicable
Interim award title	BA Humanities; Diploma in Higher Education – Humanities; Certificate in Higher Education – Humanities
Modular Scheme title (if different)	Undergraduate Modular Programme
UCAS code (or other coding system if relevant) ISIS Code: Primary Award Code Y42043	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2008. Updated March 2010
Authorised by...QSC	Date:... June 2010
Version Code 3	
<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

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To assist students realise their potential.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To teach academically challenging and vocationally relevant modules in one or more of the following fields: Philosophy, History and English and other allied disciplines, which will provide students with an understanding of the world.
- To teach those same disciplines in combination with each other and in groupings (“pathways”) organised about specific themes, such that students may benefit from diversity of perspective as well as specificity of discipline.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules and disciplines in order to meet their particular educational needs and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgment.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To provide an opportunity for international exchange and study abroad.
- Students are expected to gain the 360 credits required for an honours degree within 7 years of commencing on the programme.

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:

Students, at the end of their period of study, should be able to demonstrate that they have acquired:

- (a) Extensive knowledge of their chosen discipline(s).
- (b) Substantial factual and theoretical awareness of the social world.
- (c) A deep understanding of social scientific concepts.
- (d) A critical awareness of the main issues in their chosen fields of study.
- (e) Some awareness of the diversity of social scientific perspectives.
- (f) The ability to think independently.
- (g) A proficiency in the key skills.
- (h) The ability to communicate their findings in a variety of ways.
- (i) The ability to manage their time effectively, balancing competing demands from their

Teaching/learning methods and strategies:

Students acquire knowledge and understanding through a variety of learning and teaching methods and strategies, including lectures, seminar discussion groups, workshops, written and oral presentations and e-learning.

Students’ development as learners is supported and enhanced through guidance from tutors in lectures, seminars, module handbooks and coursework assessment feedback.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject(s)

Assessment:

Knowledge and skills are assessed across a range of assessment methods

academic, domestic and working lives.	
---------------------------------------	--

B Intellectual Skills

<p>B Intellectual Skills</p> <p>The student's programme must include a range of modules in the chosen subject area(s) which develop a range of intellectual skills comparable with those in other programmes within the subject.</p>	<p>Teaching/learning methods and strategies Intellectual skills are developed in accordance with the module specifications</p> <p>Assessment A variety of assessment methods are employed as specified by the relevant module descriptions.</p>
---	---

C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>Demonstrate a range of practical skills appropriate to the relevant subject area(s) and consistent with subject benchmarks and other programmes in the chosen field(s).</p>	<p>Teaching/learning methods and strategies These are specified in the modules contributing to the programme and are consistent with faculty practice in other programmes.</p> <p>Assessment As defined in the relevant module specifications.</p>
--	--

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>On successful completion of this award students will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. communicate; 2. use numeracy; 3. use information technology; 4. learn to learn; 5. work as a team; 6. self-manage. 	<p>Teaching/learning methods and strategies These are specified in the modules contributing to the programme and are consistent with faculty practice in other programmes</p> <p>Assessment As defined in the relevant module specifications.</p>
--	---

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

ENTRY ↓	level 1	Compulsory modules There are no compulsory modules at this stage of the award.	Optional modules (Full list available from the Faculty Administration team) Students must take 120 credits, 60 of which must be from the field(s) of Philosophy, History or English.	Interim Awards: <ul style="list-style-type: none"> • Credit requirements: 120 – Certificate in Higher Education. • Other requirements: None
		Core modules There are no core modules for this stage of the award.		
	level 2	Compulsory modules There are no compulsory modules at this stage of the award.	Optional modules (Full list available from the Faculty Administration team) Students must take 120 credits, 90 of which must be from the field(s) of Philosophy, History or English.	Interim Awards: <ul style="list-style-type: none"> • Credit requirements: 240 – Diploma in Higher Education. • Other requirements: None
		Core modules There are no core modules for this stage of the award.		
	Year out	Use this space to describe optional/compulsory year abroad/placement/clinical placement		
	level 3	Compulsory modules There are no compulsory modules at this stage of the award.	Optional modules (Full list available from the Faculty Administration team) Students must take 120 credits, 90 of which must be from the field(s) of Philosophy, History or English.	Prerequisite requirements <ul style="list-style-type: none"> • Minimum credit/module requirements: 120 • Other: None
		Core modules There are no core modules for this stage of the award.		Awards: <ul style="list-style-type: none"> • Target/highest: 360 • Default title BA Credit requirements BA(hons) - 360 BA - 300

→ GRADUATION

Section 5: Entry requirements

Registration on this award is not permitted without prior registration on a programme of study within the faculty of Social Sciences and Humanities (Creative Arts, Humanities and Education from September 2010).

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

GCSE levels
Maths/Statistics, English

A & AS Levels
Normally Tariff Points within the range of 260-300.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits.

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

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

Section 6: Assessment Regulations

- a) **MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

Section 7: Student learning: distinctive features and support

- Induction Programme for orientation and study skills.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical and instructing staff.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between of theory and practice.
- Access to academic tutors and student advisors

Section 8 Reference points/benchmarks

- QAA subject benchmarks.
- University teaching and learning policies.

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.