

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Media and Communication
Final award(s), title(s) and credits BA (Hons) History – 120 (60 ECTS) Level 4 credits / 120 (60 ECTS) Level 5 credits / 120 (60 ECTS) Level 6 credits	
Intermediate award(s), title(s) and credits Dip HE History – 120 (60 ECTS) Level 4 credits / 120 (60 ECTS) Level 5 credits Cert HE History – 120 (60 ECTS) Level 4 credits	
UCAS Programme Code(s) (where applicable and if known) H4F5	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100310
External reference points QAA UK Quality Code for Higher Education (2018) QAA: History Benchmark Statement (2014)	
Professional, Statutory and Regulatory Body (PSRB) links None	
Places of delivery Bournemouth University	
Mode(s) of delivery Full-time, Full-time Sandwich Part-time	Language of delivery English
Typical duration 3 years full-time 4 years with 30 week placement 6 years part-time	
Date of first intake September 2020	Expected start dates September
Maximum student numbers Not applicable	Placements 4 weeks (compulsory if not doing 30 weeks) Minimum 30 weeks (optional) Students are expected to search for suitable placement opportunities in second year and will receive support from the FMC Placements Team and members of the programme team (e.g. Programme Leader, academic adviser, and Level 5 tutor).
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification December 2022	
Version number v1.2-0923	

Programme Specification – Section 1

Approval, review or modification reference numbers

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EC 2122 81

EC 2223 27, approved 19/12/2022, version remains unchanged

FMC 2223 08, approved 06/12/2022, previous version 1.1 0923

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Programme Specification – Section 1

Programme Award and Title:								
Year 1/Level 4								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (all major)
			Exam 1	Cwk 1	Cwk 2			
Historical Skills	Core	20		35%	65%	40	1.0	100310
Historical Evidence	Core	20		35%	65%	40	1.0	100310
The Making of Modern Britain, 1750 - 1945	Core	20		50%	50%	40	1.0	100758
Media Histories	Core	20		35%	65%	40	1.0	100310
History in the Public World	Core	20		35%	65%	40	1.0	100310
European Histories, 1800 - 2000	Core	20	50%	50%		40	1.0	100762
Progression requirements: Requires 120 credits at Level 4								
Exit qualification: Cert HE History (requires 120 credits at Level 4)								

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Year 2/Level 5 Students are required to complete all 4 core units and 2 option units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (all major)
			Exm 1	Cwk 1	Cwk 2			
Interpreting History	Core	20		20%	80%	40	1.0	100310
Community Histories	Core	20		50%	50%	40	1.0	100308
Post-War Britain, 1945 - 2000	Core	20		100%		40	1.0	100758
The Long American Century	Core	20	50%	50%		40	1.0	100767
Cold War Culture	Option	20		100%		40	1.0	100310
Youth Culture and Politics: 1945 to the present	Option	20		100%		40	1.0	100758
Strikes, Riots and Blackouts, Britain in the 1970s	Option	20		100%		40	1.0	100758
Women and Equal Rights, 1850 - 2000	Option	20		100%		40	1.0	100758
Before the Deluge: Europe and the World on the Eve of the First World War	Option	20		100%		40	1.0	100310
The Twenty Years' Truce: Global Culture and Politics in the Interwar Era	Option	20		100%		40	1.0	100310
Migration Histories	Option	20		100%		40	1.0	100310
The Victorians	Option	20		100%		40	1.0	100758
History of Political Thought	Option	20		30%	70%	33	1.0	100491
The Changing Coastal Resort	Option	20		100%		40	1.0	101233
Progression requirements: Requires 120 credits at Level 5								
Exit qualification: Dip HE History (requires 120 credits at Level 4 and 120 credits at Level 5)								
Year 3/Level P - Optional placement year in industry/business Students typically engage in a short placement between levels 5 and 6; it is a graduation requirement, however, it is not a progression requirement. Those students who opt for a sandwich placement must normally complete all 30 weeks before progressing to Level 6. Both short and sandwich placements are assessed through the Placement Logbook. Progression requirements: Satisfactory completion of a 30-week placement is required for the sandwich degree. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6. Satisfactory completion of at least 4 weeks of work in industry/business is a graduation requirement for full time awards, but not required to progress to level 6.								

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Year 3/Level 6								
Students are required to complete the two core units and two option units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (all major)
			Cwk 1	Cwk 2	Cwk 3			
The History Dissertation	Core	40	100%			30	1.0	100302
The History Graduate Project	Core	40	10%	10%	80%	60	1.0	100302
Woman's Hour: 60 Years of Social Change?	Option	20	35%	65%		40	1.0	100758
History and Political Struggle: International Perspectives through Film	Option	20	35%	65%		40	1.0	100310
The Suez Crisis	Option	20	35%	65%		40	1.0	100310
Cabinets, Conventions, and Crises: International Responses to Conflict and Security, 1856-1939	Option	20	35%	65%		40	1.0	100310
Permissive Britain? Sexual Revolution, Reaction and Remembering, 1945 -1990	Option	20	35%	65%		40	1.0	100758
No Place Like Home: Housing, Homes and Homelessness since 1900	Option	20	35%	65%		40	1.0	100758
Exit qualification: BA (Hons) History Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year. Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6, and successful completion of a 4-week placement.								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed, skilled, self-aware, enterprising and resourceful graduates, who:

- have a detailed and coherent understanding of historical concepts, theories, and methods and how these apply to a multiplicity of social, political, cultural contexts;
- are able to critically and empathetically evaluate a range of arguments, assumptions and concepts;
- have a broad understanding of how the past relates to the present, and vice versa;
- are able to apply historical knowledge and understanding both within the academy and the wider public world;
- have highly-developed communication skills and the ability to work individually and in groups;
- have advanced problem-solving skills;
- are able to manage their own personal development;
- embrace lifelong learning;
- are active citizens who operate in a professional, tolerant and ethical manner.

BA (Hons) History at Bournemouth University is the only history degree in the UK to sit within a Faculty of Media and Communication, which makes it a unique degree. With its focus on Modern History, Media History, and Public History, it aims to give students the intellectual challenge appropriate to degree-level study, but also practical and professional skills. As well as fostering independence and self-learning, the programme also offers many opportunities for group work. These elements ensure that graduates are equipped to enter a range of careers, not only within the academy but also as teachers, heritage workers, archivists and researchers alongside a raft of other professions from banking and PR work to journalism and the Civil Service.

The programme has been designed with reference to:

- The QAA Framework for Higher Education Qualifications of UK Degree Awarding Bodies (2014)
- The QAA Benchmarking Statement for History (2014)
- Public History in UK Higher Education, M. H. Beals (ed). HEA Academy, (2011)
- Feedback from students, External Examiners, external partners, placement employers
- The expertise of the teaching team

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is informed by and aligned with the BU2025 strategic plan and the University's Fusion agenda. In particular, it encompasses the Fusion theme: 'Environment, Culture and Heritage'. The programme's aims, as stated above, foreground intellectual curiosity, collaboration and teamwork, citizenship and societal contribution, innovation and entrepreneurship, as well as a global outlook. The programme is informed by the professional and research practice of the teaching team and takes a multi- and inter-disciplinary approach to learning. All BA History students undertake a professional placement. They also work with a broad range of external agencies such as heritage organisations, museums and archives, which have included the National Trust, the Dorset History Centre, the Priests House Museum and Bournemouth Libraries. In this way, our students are encouraged to become active and engaged citizens.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection, and independent learning. Therefore, as a guideline, a 20-credit unit would normally require the equivalent of 3,000 words assessment in total (e.g. a 1500 word written coursework and a 90 minute unseen examination).

The majority of units in the History programme are worth 20 credits and are compliant with the common academic structure. The two exceptions are the Level 6 *The History Dissertation* and *The History Graduate Project*, which are worth 40 credits and which run across both semesters.

Students who undertake a sandwich placement will engage in 30 weeks of full-time work-based learning between Levels 5 and 6. Students who do not undertake the sandwich placement are required to engage in a placement for a minimum of four weeks.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 a coherent and detailed command of a substantial body of historical knowledge;</p> <p>A2 the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;</p> <p>A3 the multiplicity of factors that influence history;</p> <p>A4 the differing approaches to the study of history and the different historical methodologies and their application;</p> <p>A5 how to draw informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 - A5); • use of the VLE (A1 - A5); • independent research (for dissertation) (A1 - A5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (A1 – A5); • dissertation (A1 – A5); • group project (A1 – A5).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 critically and empathetically read and analyse primary source material;</p> <p>B2 read, analyse and reflect critically and contextually upon secondary evidence including historical writings and the interpretations of historians;</p> <p>B3 articulate a critical understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;</p> <p>B4 coherently and fluently express complex historical arguments in written and oral form;</p> <p>B5 demonstrate an ability to design, research, and present a sustained and independently conceived piece of historical writing.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B4 – B5); • independent research (for dissertation) (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (B1 – B4);

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	<ul style="list-style-type: none"> • dissertation (B1 – B5); • group project (B3, B4)
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 identify, retrieve, sort and impart historical information with confidence and accuracy;</p> <p>C2 produce accurately referenced work to a given format, brief and deadline;</p> <p>C3 collaborate effectively with others in the exploration of historical issues and in the presentation of outcomes;</p> <p>C4 develop time-management skills including the ability effectively to work alone and in groups;</p> <p>C5 demonstrate advanced problem-solving skills;</p> <p>C6 communicate information to both specialist and non-specialist audiences.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C2); • Seminars (C1, C3-C6); • coursework (C1 - C3, C5); • independent research (for dissertation) (C1, C2, C4, C5); • group exercises (C3 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (C1, C2, C4 – C6); • dissertation (C1, C2, C4, C5). • group project (C1 - C6)
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 perform effectively when working on their own and in collaboration with others;</p> <p>D2 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</p> <p>D3 manage their own motivation and behavior in enterprising, innovative and professionally appropriate ways;</p> <p>D4 develop self-confidence, self-awareness and organisational skills;</p> <p>D5 foster values of tolerance and empathy and an understanding of ethically appropriate behavior.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 - D5); • seminars (D1- D5); • use of the VLE (D1 - D5); • group work (D1- D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (D1 - D5); • dissertation (D1- D5); • group project (D1 – D5).

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 a broad command of historical knowledge;</p> <p>A2 the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;</p> <p>A3 the multiplicity of factors that influence history;</p> <p>A4 the differing approaches to the study of history and the different historical methodologies and their application;</p> <p>A5 how to draw informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 - A5); • use of the VLE (A1 - A5); • independent research (A1 – A5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (A1 - A5); • exams (A1 - A4); • group projects (A1 - A5).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 critically read and analyse primary source material;</p> <p>B2 read, analyse and reflect upon secondary evidence including historical writings and the interpretations of historians;</p> <p>B3 articulate an understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;</p> <p>B4 coherently express historical arguments in written and oral form;</p> <p>B5 demonstrate an ability to research and present an independently conceived piece of historical writing.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (B1 - B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (B1 - B5); • exams (B2 – B3)

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<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1 identify, retrieve, sort and impart historical information with confidence and accuracy;</p> <p>C2 produce accurately referenced work to a given format, brief and deadline;</p> <p>C3 collaborate with others in the exploration of historical issues and in the presentation of outcomes;</p> <p>C4 develop time-management skills including the ability to work alone and in groups;</p> <p>C5 demonstrate advanced problem-solving skills;</p> <p>C6 communicate information to both specialist and non-specialist audiences.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C2); • seminars (C1, C3-C6); • coursework (C1 - C3, C5); • independent research (C1, C2, C4, C5); • group exercises (C1, C3 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (C1 – C6); • group projects (C1 – C6).
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>D1 perform effectively when working on their own and in collaboration with others;</p> <p>D2 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</p> <p>D3 manage their own motivation and behavior in enterprising, innovative and professionally appropriate ways;</p> <p>D4 develop self-confidence, self-awareness and organisational skills;</p> <p>D5 foster values of tolerance and empathy and an understanding of ethically appropriate behavior.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D2 – D3); • seminars (D1 – D5); • coursework (D1-D2, D4-D5); • independent research (D1 – D5); • group exercises (D1 – D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (D1 – D2, D4 -D5); • group projects (D1 - D5).

LEVEL 4/Cert HE INTENDED OUTCOMES

<p>A: Knowledge and understanding</p> <p>This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A1 an understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;</p> <p>A2 an awareness of the multiplicity of factors that influence history;</p> <p>A3 an awareness of the differing approaches to the study of history.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A3); • seminars (A1 – A3); • directed reading (A1 – A3); • use of the VLE (A1 – A3); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (A1 – A3); • exams (A1 – A3); • group projects (A1 – A3).
<p>B: Intellectual skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>B1 read and analyse primary source material;</p> <p>B2 read and analyse secondary evidence including historical writings and the interpretations of historians;</p> <p>B3 demonstrate an understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;</p> <p>B4 express historical arguments in written and oral form;</p> <p>B5 demonstrate an ability to research and present an independently conceived piece of historical writing.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (B1 - B5).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (B1 - B5); • exams (B2 – B3)

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<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1 identify, retrieve, sort and impart historical information with confidence and accuracy;</p> <p>C2 produce accurately referenced work to a given format, brief and deadline;</p> <p>C3 collaborate with others in the exploration of historical issues and in the presentation of outcomes;</p> <p>C4 develop time-management skills including the ability to work alone and in groups;</p> <p>C5 demonstrate advanced problem-solving skills;</p> <p>C6 communicate information to both specialist and non-specialist audiences.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C2); • seminars (C1, C3-C6); • coursework (C1 - C3, C5); • independent research (C1, C2, C4, C5); • group exercises (C1, C3 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (C1, C3, C5); • coursework essays (C1, C3, C6); • Empirical dissertation (C1- C5).
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>D1 perform effectively when working on their own and in collaboration with others;</p> <p>D2 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</p> <p>D3 manage their own motivation and behavior;</p> <p>D4 develop self-confidence, self-awareness and organisational skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D2 – D3); • seminars (D1 – D4); • coursework (D1-D2, D1-4); • independent research (D1 – D4); • group exercises (D1 – D4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual coursework (D1 – D4); • group projects (D1 – D4).

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [BA \(Hons\) History | Bournemouth University](#)

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register

https://intranetsp.bournemouth.ac.uk/pandptest/7J_Recognition_Register_Public.xlsx) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations: <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.docx>

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Students must complete a short placement of a minimum of 4 weeks as a graduation requirement, but can also choose to do a 30-week placement (sandwich) instead should they wish. The sandwich placement must take place between the second and final year of study and relate to learning on the programme. Relevant placement will be broadly defined to allow work placements in such areas as heritage organisations, teaching, administration, marketing, journalism, finance and so on. These are all career destinations for History graduates. To proceed to the final year of study, students who choose the sandwich placement must successfully complete and submit all relevant documentation set out in the placement handbook/logbook. The students who engage in a short placement, as opposed to the sandwich placement, must complete the four weeks of work experience as a graduation requirement. This is not a progression requirement into their final year.

Programme Skills Matrix

Units		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	
L E V E L 6	The History Dissertation	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x			x	x	
	The History Graduate Project		x						x			x		x	x	x	x	x	x	x	x	x	
	Woman's Hour: 60 Years of Social Change?	x	x	x	x	x	x	x	x	x		x	x		x	x		x			x		
	The Suez Crisis	x	x	x	x	x	x	x	x	x		x	x		x	x		x			x		
	Cabinets, Conventions, and Crises: International Responses to Conflict and Security, 1856 -1939	x	x	x	x	x	x	x	x	x		x	x	x	x	x		x	x			x	
	Permissive Britain? Sexual Revolution, Reaction and Remembering, 1945-1990	x	x	x	x	x	x	x	x	x		x	x		x	x		x				x	
	No Place Like Home: Housing, Homes and Homelessness since 1900	x	x	x	x	x	x	x	x	x		x	x		x	x		x				x	
History and Political Struggle: International Perspectives through Film	x	x	x	x	x	x	x	x	x		x	x		x	x		x				x		
L V E L 5	Interpreting History	x	x	x	x	x	x	x	x		x	x		x	x		x	x	x	x	x	x	
	Community Histories		x	x				x	x			x		x	x	x	x	x	x	x	x	x	
	Post-war Britain, 1945 – 2000	x	x	x	x	x	x	x	x		x	x		x	x		x					x	
	The Long American Century	x	x	x	x	x	x	x	x		x	x		x	x		x					x	
	Cold War Culture	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	Strikes, Riots and Blackouts, Britain in the 1970s	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x				x	
	Women and Equal Rights, 1850-2000	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	Before the Deluge: Europe and the World on the Eve of the First World War	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	Youth Culture and Politics: 1945 to the present	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	The Victorians	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	The Twenty Years' Truce: Global Culture and Politics in the Interwar Era	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	Migration Histories	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x		x	
	History of Political Thought (Law)	x						x					x						x	x			
The Changing Coastal Resort	x	x	x		x	x	x	x		x	x	x	x	x				x	x	x	x	x	
L E V E L 4	The Making of Modern Britain, 1750-1945	x	x	x	x	x	x	x	x		x	x		x				x				x	
	European Histories	x	x	x	x	x	x	x	x		x	x		x				x				x	
	Historical Skills		x	x	x	x		x	x			x	x	x	x			x				x	
	Historical Evidence		x	x	x	x	x	x	x			x	x		x		x	x	x	x	x	x	
	Media Histories	x	x	x	x	x	x	x	x			x	x		x				x			x	
History in the Public World	x	x	x	x	x		x					x	x	x	x		x	x	x	x	x		

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. a coherent and detailed command of a substantial body of historical knowledge; 2. the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence; 3. the multiplicity of factors that influence history; 4. the differing approaches to the study of history and the different historical methodologies and their application; 5. how to draw informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence. 	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Identify, retrieve, sort and impart historical information with confidence and accuracy; 2. Produce accurately referenced work to a given format, brief and deadline; 3. Collaborate effectively with others in the exploration of historical issues and in the presentation of outcomes; 4. Develop time-management skills including the ability effectively to work alone and in groups; 5. Demonstrate advanced problem-solving skills; 6. Communicate information to both specialist and non-specialist audiences.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Critically and empathetically read and analyse primary source material; 2. Read, analyse and reflect critically and contextually upon secondary evidence including historical writings and the interpretations of historians; 3. Articulate a critical understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence; 4. Coherently and fluently express complex historical arguments in written and verbal form; 5. Demonstrate an ability to design, research, and present a sustained and independently conceived piece of historical writing. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Perform effectively when working on their own and in collaboration with others; 2. Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation; 3. Manage their own motivation and behaviour in enterprising, innovative and professionally appropriate ways; 4. Develop self-confidence, self-awareness and organisational skills; 5. Foster values of tolerance and empathy and an understanding of ethically appropriate behaviour.