

# History

**This programme is no longer recruiting. Please refer to the up to date programme of the same title.**

<b>Final award</b>	BA (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE
<b>UCAS code</b>	V100 - Level 1 entry (3 Year full time route) V101 - Level 0 entry (Extended 4 year full time route)
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	History
<b>Date specification last up-dated</b>	July 2010

## Profile

### The summary - UCAS programme profile

#### BANNER BOX:

#### ENTRY REQUIREMENTS

The minimum requirements for entry for Level 1 entry is 200 UCAS tariff points from: A/AS level (Including 2 A2 passes), GNVQ, AVCE, Scottish Highers, International Baccalaureate, European Baccalaureate, BTEC / SCOTEC Diploma, Relevant Access Course or successful completion of the Level 0. Other qualifications, including overseas, may be considered.

Applicants who do not fulfil the admission requirements for Level 1 may be considered for entry into Level 0. Applicants should have 40 UCAS tariff points from GCE A2 or equivalent.

We also welcome applicants from mature students who do not have formal qualifications but may have relevant experience. Students applying to this programme will be expected to demonstrate a specific interest in this area of study and should have a commitment to engaging with the subject. Applicants may be invited for interview.

#### ABOUT THE PROGRAMME

##### What is History?

History is the study of the formation and development of past societies, world-wide

##### History at UEL

The history programme at UEL investigates patterns of economic, cultural and political change from the seventeenth to the late twentieth century. The focus is on Britain in an

international context. Over the three years of the full-time degree we take a broad view of the historical development of British society from the emergence of a distinct sense of national identity in the early modern period to post-war decolonisation. We locate Britain within a constellation of relationships among imperial and colonised powers, and explore the role of cultural imperialism in promoting and sustaining particular forms of domination. Questions of class, gender and race are central to our investigations. Running parallel is a concern to explore history as an experience and a practice. We ask to what extent we make sense of our lives from an historical perspective, how the past informs the present, and the ways in which historical evidence is read, understood and used.

### **Programme structure**

18 Modules must be completed for a degree: full-time students take 3 modules per semester for 3 years; part-time students can take between 2 and 4 modules in any particular year.

### **Learning environment**

Lectures, seminars, individual tutorials.

### **Assessment**

Assessment varies between modules, with some requiring only coursework while others have both coursework (including seminar presentations) and an examination. First year assessment does not count toward the final award classification. Second year assessment counts toward one-third of the final award classification; third year assessments counts toward two-thirds of the final award classification.

### **Work experience/placement opportunities**

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### **Project work**

Group Seminar Presentations

### **Added value**

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## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

- in the relationship between past and present
- the globalisation debate
- colonial slavery and its legacies
- London histories
- Enlightenment and the rise of modernity
- changing ideas about the self and subjectivity
- third-world development

- the history of racism
- class and social identity.

### **If you enjoy...**

- imagining past societies
- discussing past events and ideas in small groups
- discovering how much British society has changed over the last 300 years
- doing original research
- developing your own views about the past

### **If you want...**

- a wide-ranging programme, setting British history c 1650-1968 in a global context
- an excellent choice of related options
- opportunities to combine history with other related fields, such as politics, English, and cultural studies. You will take core modules at each level, but nearly half the programme is devoted to special subjects, optional modules and dissertations, providing you with ample opportunity to pursue your own particular interests. History students also have opportunities to work in a production mode in the MediaLab modules .

### **Your future career**

History provides a broad-based education of the type that employers tend to favour. Our graduates proceed to careers in publishing, tourism, the heritage industry, local government, the media and administration. Teaching in primary and secondary education is a very popular career path. Entry to postgraduate programmes is encouraged: many of our graduates proceed to take masters degrees and professional qualifications.

### **How we support you**

- personal tutor support
- specialist supervision of all research projects
- study skills support.

### **Bonus factors**

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## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- To understand the broad contours of historical change in Britain from its ascension to world power in the eighteenth century, to its imperial decline in the post-war period.
- To situate British history within a global context.
- To acquire a deeper understanding of the relationship between past and present, by learning to critically evaluate historical evidence in the light of present knowledge
- To acquire research skills, and to apply them in coursework and independent research projects

## **What will you learn?**

### **Knowledge**

- reflect on relationship between past and present
- evaluate evidence from past societies to ascertain truth-value of historical claims
- understand and assess current historiographical debates

### **Thinking skills**

- Critical interpretation of evidence
- Synthesise and analyse knowledge gained from secondary reading
- Evaluate historically-based arguments

### **Subject-Based Practical skills**

- interpret qualitative and quantitative information
- use research databases
- present ideas coherently and persuasively

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme

- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits.

### **Typical duration**

The typical duration of this programme is three years full-time or five years part-time. It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

### **How the teaching year is divided**

The teaching year begins in September and ends in June, but some programmes also allow students to join at the start of Semester B, in February. A typical full-time student will study the equivalent of 120 credits over the year. A typical part-time student will study for one day and one evening per week and will complete 60-80 credits.

### **What you will study when**

This programme is part of a modular degree scheme. A typical full-time student will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one subject with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of modules across the University

The following are the core and optional requirements for the single and major pathways for this programme

### **Extended Route (Level 0 entry)**

<b>LEVEL</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>STATUS</b>
			<b>SINGLE</b>

0	Studying in Higher Education	40	Core
0	Understanding the Media and Cultural Industries	20	Core
0	Creative Production	20	Option
0	Writing Practices	20	Option
0	Introduction to New Media	20	Option
0	Introduction to Film and Video Studies	20	Option
0	Understanding Cities and Communities	20	Option
0	Understanding the IPOD Generation	20	Option
0	Globalisation and Social Movements	20	Option
0	Reading and Writing for Academic Studies	20	Option
0	Multimedia Advocacy	20	Option

*120 credits from Level 0 Modules (including all cores) must be passed in order to progress to level 1*

### Level 1 entry

LEVEL	TITLE	CREDITS	STATUS SINGLE	STATUS MAJOR
1	Globalisation and Modernity	20	Core	Core
1	Patterns in Imperial History	20	Core	Core
1	Study Skills	20	Core	Core
1	Making the Modern Self	20	Core	Core
1	British and American Slavery: History and Literature	20	Core	Core
1	+ 1 option	20	Option	
2	Culture and Economy in the Modern City	20	Core	Core
2	<b>Research Workshop: Britain in the Early Twentieth Century, 1914-1951</b>	20	Core	Core
2	Nation and Empire in a Global Age, 1780-1914	20	Core	Core
2	+ 3 Options	20	Option	
3	Enlightenment and Modernity	20	Core	Core
3	Memory, Violence, History: World War Two and Its Afterlife	20	Core	Core
3	Research Methods and Dissertation	20 or 40	Core	Core
3	Conflict and Change in an Age of Extremes, 1914-1968	20	Core	Core
3	+ 1 or 2 options		Option	

### Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher

- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher

(A foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree.)

## **Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{\times 1/3}$$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

## **Assessment**

### **Teaching, learning and assessment**

## **Teaching and learning**

Lectures, seminars, and tutorials.

## **Assessment**

### **Knowledge is assessed by**

- essays
- examinations
- seminar presentations

### **Thinking skills are assessed by**

- essays
- examinations
- seminar presentations

### **Practical skills are assessed by**

- n/a

### **Skills for life and work (general skills) are assessed by**

- n/a

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

#### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:



- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality Standing Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

### **Listening to the views of others**

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## **Further Information**

## Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

## Where you can find further information

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The student handbook
- Module study guides
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- [School web pages](#)