Course Handbook
BA (Hons) History
2019/20
Dr Jonathan Colman
School of Humanities and Social Science

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

COURSE SUBJECT TO CHANGE
This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.
    *subject to reapproval

Contents

1. Welcome to the course

As you are reading this handbook it means you have just embarked on the B.A. (Hons) History degree. The programme team would like to extend a warm and friendly welcome and sincerely hope that you enjoy studying here with us at the University of Central Lancashire.

History is located in the School of Humanities and the Social Sciences in the Livesey House Building. The School of Humanities and the Social Sciences is a busy school, besides being the home for the subject of History it is also the home for the subjects of Politics, Philosophy, Sociology, English Language and Literature, Film and Media Studies, Deaf Studies, and Religion, Culture and Society.

For your purposes, your immediate concern is to familiarise yourself with the places that will be of importance to you. You must also familiarise yourself with the location of your tutors' offices and your lecture and seminar rooms. Tutors' rooms are listed below and your individual teaching rooms will be available on your timetable. Your timetable is available electronically through the Student Portal. Core modules will automatically be included on your timetable and your optional modules will be included once you have completed the relevant paperwork during induction.

1.1 Rationale, aims and learning outcomes of the course

AIMS OF THE PROGRAMME

The BA (Hons) History Programme aims to:

- To extend the range of students' historical studies in terms of geographical and temporal coverage.
- To enhance awareness and deepen understanding of historiographical debate.
- To develop appreciation of, and expertise in using, primary sources of evidence.
- To promote the ability to inform historiographical debate through the use of primary evidence.
- To promote awareness of the wider importance and value of the skills of historical study.
- To develop an understanding of the nature of History as an academic discipline.

On completion of this programme students will have developed a wide range of skills, including: Subject Knowledge and Understanding, Subject Specific Skills, Thinking Skills and Employability and Personal Development Skills.

As a consequence students successfully completing BA (Hons) History will develop Subject Knowledge

and Understanding

Students will be able to demonstrate:

- knowledge and understanding of a range of historical periods, topics and issues
- an appreciation of the nature of the discipline of history and how historians work

Subject Specific Skills

Students will be able to:

- engage in historiographical debate
- analyse and synthesise different kinds of historical evidence
- construct and defend historical arguments

Thinking Skills

Students will be able to:

- analyse evidence
- interpret, construct and defend arguments
- critically evaluate assumptions and approaches in addressing problems

Employability and Personal Development Skills

Students will be able to:

- engage in independent and team work
- retrieve, analyse and synthesise evidence
- communicate reasoned arguments in written and oral form
- manage projects and solve problems

Each module has specific learning outcomes – please refer to module handbooks for further details.

1.2 Course Team

The History team are based in on the third floor of Livesey House. Each member of the team has specific roles which will be discussed further during your induction week.

MEET THE TEAM

Name	Email	Telephone	Room
Jonathan Colman Senior Lecturer and Course Leader	JColman@uclan.ac.uk	01772 893114	LH308
Philip Constable. Senior Lecturer	PConstable@uclan.ac.uk	01772 893843	LH320
Billy Frank. Senior Lecturer.	BFrank@uclan.ac.uk	01772 893851	LH309
Mairtin O'Caithin. Lecturer.	MSO-Caithin@uclan.ac.uk	01772 893978	LH316

Caroline Sharples Lecturer	CSharples3@uclan.ac.uk	01772 893047	LH319
David Stewart. Senior Lecturer	DStewart@uclan.ac.uk	01772 892247	LH320
Robert Poole Reader	RPoole@uclan.ac.uk	01772 893979	LH314
Keith Vernon. Principal Lecturer.	KVernon@uclan.ac.uk	01772 893052	LH318

1.3 Expertise of staff

All our staff are research active and have made a significant contribution to research in the field of History and within the School of Humanities and the Social Sciences. Our teaching is research informed and as you progress with your course you will become familiar with tutor's research interests.

We work in partnership with the wider community and other educators, locally, nationally and world-wide. Our research is widely recognised - in the 2008 RAE and 2013 REF two thirds of the History team's research was rated as of national or international importance, with another quarter classed as 'world-leading'. We also have a strong track record of external examining at other UK universities, including University of Wales, Bradford University and Kingston University.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

Communication between the University, staff and students is imperative. The following outlines forms of communication that are provided and should be used. Furthermore your familiarisation with them will enable you to settle into your course and the University with ease.

a. *Student Handbook*

This handbook provides much of the essential information you need. It explains the structure of the degree programme and demonstrates what is core and optional for you to complete in order to be considered for the award of BA (Hons) History. It is advisable to read all the sections of this handbook at the time you commence your course as it

contains essential information and advice about how you will successfully complete your degree programme.

b. *Course Notice Board*

This is located on the third floor of Livesey House, opposite rooms LH315 and LH316. The notice-board displays up to date information, any important notices and other items of interest.

c. *Email*

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

This is the first point of urgent and other contact between you and your tutors. It may be that we need to change rooms, or postpone sessions. We may also text you if we have your contact details.

You can also contact us by email (see 'Meet the Team'), however as staff are teaching and have other commitments you may not receive an immediate response. Please do not expect a response after 5.30pm during the week or at weekends and allow 2 working days for a reply, or longer if the tutor is away from the University and you may have to contact someone else.

Tutor office hours

Teaching staff in the School of Humanities and the Social Sciences generally have 'Office Hours', that is, published times of their availability. These are displayed on their doors, so ensure that you are familiar with them. These hours are times that staff reserve for student contact. This is when you can go to speak to your tutors on a one-to- one basis. As staff are teaching and have other commitments they may not be able to meet with you at any other time, so use these hours wisely.

Staff can also be contacted by email, however, again due to other commitments, please be aware that you may not receive an immediate response.

Student Portal and Blackboard

This is the page you will be automatically be sent to when you log in to the University network, giving you personalised access to your timetable, services, online resources, your academic record, news, etc. It also gives you access to Blackboard or eLearn, UCLan's Virtual Learning Environment. Here you will find all the information you need regarding your modules, for example module handbooks, lecture notes, learning resources, reading lists etc. Staff may communicate information to you and you may be expected to contribute to discussion boards, so please check Blackboard regularly. You will also submit assignments electronically through Turnitin on Blackboard. More about this will follow later in the handbook and at induction.

d. *Induction information*

The induction week is designed to ensure you have smooth transition into University life. It is a key form of initial communication that will inform you of all the details you need to know regarding your programme and timetables etc. It also introduces you to University procedures and academic regulations, as well as having the opportunity to meet Academic

Staff and current students as well as make new friends.

There are sessions during the induction week where you will have to absorb much information; there are also sessions that you will have to participate in. These are all extremely important to prepare you for teaching, learning and personal involvement on the programme.

1.7 External Examiner

The University appoints External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors.

The External Examiner for this programme is currently Dr Rebecca Gill, University of Huddersfield.

2. Structure of the course

2.1 Overall structure
An optional foundation year is available to students before beginning this course, please see part 8.2 of this document for more information.

All degree courses are divided into two parts, known as Stage One and Stage Two. In practical terms, Stage One is the first year of a full time course and Stage Two is the second and third years.

Courses at the University are also *modular*. Modules in Stage One are called Level One modules and begin with a figure 1, for example HY1101 and HY1123. Modules in Stage Two are divided into Level Two, e.g. HY2001 and HY2098, and Level Three, e.g. HY3990 and HY3062.

The University of Central Lancashire has three basic sizes for modules:

standard module	:	20 credits
double module	:	40 credits
half module	:	10 credits

In order to graduate, you need to have accumulated a total of 360 credits. You will normally take modules adding up to 120 credits in each year of full time study. Please note that some modules are core or compulsory and others are optional. This means that you must study the core/compulsory module components but have a choice of which optional module(s) you may study.

The university also offers students an opportunity to study an 'elective' module in years one and two. There is a wide range of elective modules available, and they offer you an opportunity to study an area of interest that may or may not be related to History. For more information on elective modules speak to your Course Leader, or Academic Advisor or visit: https://www.uclan.ac.uk/students/study/electives.php

Each module has its own learning outcomes and assessments. This means there

may be a number of different assessment elements such as assignments, exams, and presentations. These may be weighted differently. (For instance, a module may have an assignment worth 40%, a presentation worth 20% and an exam worth 40%.)

In order to pass the module you normally have to achieve 40% overall and attempt each element. **It is important that you read the assessment rules for each module carefully.**

Further particulars regarding your History programme will be discussed in detail at the induction events and by your Course Leader and Academic Advisor throughout your degree.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The following tables outline the available History modules at the time of writing. Please be aware that staff availability and staff changes may affect the number of History modules offered each year.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will necessarily be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

BA (Hons) History
Year One
At Level 1 the course is geared towards developing your analytical skills and broadening the chronological and geographical scope of your historical knowledge and understanding in order to provide a foundation for more advanced and specialised study at Levels 2 and 3.
Core – All students take these modules
HY1101: Understanding History (skills)   HY1110: The Making of Britain   HY1117: State and Society: Europe   HY1108: Nations and Empires in Asia: China, India, Japan and Thailand
PLUS: Two optional modules

BA (Hons) History
Year Two
This year you will concentrate on developing your research skills in preparation for the final year dissertation while undertaking more focused specialist modules and employability related modules.
Core – All students take this module
HY2001: Sources and Methods in History (skills)
PLUS Five optional modules
BA (Hons) History
Year Three
In year 3 all students are required to produce a dissertation, but the topic is chosen by the student, usually based around an interest developed during their previous studies. The remainder of your final year will be based around research informed modules which enable you to develop a specialism in British and/or world history. There is also the opportunity to undertake a work placement.
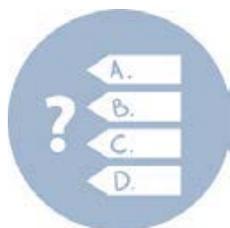
2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time
2.4.1   Weekly timetable
A timetable will be available once you have enrolled onto the programme, through the Student Portal.

2.4.2   Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Independent or private study is a major part of University life. Contact hours are where teaching, learning and support take place, and independent study time is where you develop your learning, prepare for lectures and seminars, read, conduct research and complete your assessments. Higher education timetables are structured to enable you to spend a great deal of time studying independently. The work you submit will be individual and your study time allows you to develop yourself fully.

As an adult learner you must manage your own time. More importantly you must remember that if you are on a full time degree programme, you must study full time hours. You will not be successful if you do not undertake independent study.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

The Contact Hotline: 01772 891996/1997– put this in your mobile phone now! Or email HarrisHub@uclan.ac.uk

Your Course Leader will then be notified.

If you have not gained the required authorisation for leave of absence; do not respond to communications from the University and if you are <u>absent for four weeks or more</u>, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

The University uses an electronic attendance system (SAM). You will be asked to sign in at sessions and the system will be updated to monitor your attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

All our staff are research active and have made a significant contribution to research in the field of History and within the School of Humanities and the Social Sciences. Our teaching is research informed and as you progress with your course you will become familiar with tutor's research interests.

3.2 Learning and teaching methods

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions. You are expected to fully participate in these teaching and learning methods.

History modules are taught primarily through a combination of lecture and seminar sessions, with additional workshops and individual tutorial sessions. Lectures and/or seminars are interactive, and are supported by 'Blackboard'. Learning is student centred and assessment will be based on coursework, academic essays, individual presentations, individual projects. Formative assessment will be a major focus throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, ICT chat/discussion boards and Personal Development Planning (PDP).

All our students have an academic adviser and staff time is particularly devoted to seeing students on an individual tutorial basis to supplement the teaching in lectures and seminars.

An extensive stock of books, articles and documentary sources is available in the University library. This stock is supplemented by materials that tutors make available in class and by e-learning. Computing facilities are available in open access rooms, including use of word processing, a wide range of software packages, email and the Internet.

You will be required to prepare for lectures and seminars by reading specified texts, accessing information from sources; undertaking specific research, or taking part in activities on Blackboard etc. This is an important part of your programme to support and enhance your learning, therefore it is imperative that you fulfil all independent study as instructed by your tutors.

Your academic development will be assessed as you progress through the programme and discussions will take place with your Course Leader, Academic Advisor and Module Tutors.

3.3 Study skills

History students are drawn from a variety of academic backgrounds, and bring a range of skills and needs to their studies. As teaching and learning in universities is very different from education you have already received, so is the way we expect you to portray your learning and ideas and ultimately how we expect you to convey this orally and in written form. You will receive guidance on this in all your modules, but more specifically in the core modules HY1101, HY2001 and HY3990/HY3991.

For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a number of Study Skills packages. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, and essay writing and revision and examination techniques. These sessions are open to all students, no matter which subjects they are studying. See WISER
http://www.uclan.ac.uk/students/study/wiser/index.php.

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. A library tour will be arranged for you as part of your induction package.

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

The main area within the University for accessing the computer network is through the open access terminals on the third floor of the library. The first place to ask for help and advice is via the Help Desk on the first floor. The School of Humanities and the Social Sciences has its own dedicated computer room on the first floor of Livesey House, room LH123. There are also a number of rooms around the university which can be used by students at various times. Some are used for teaching or are reserved for specific subjects at particular times, but are available for general use at other times. Timetables are normally posted outside these rooms, showing availability. Details of their location can be found at the Helpdesk in the library.

Access to the library (LLRS) and the computer network is only available to students who have enrolled and collected their student ID card. Information sheets on accessing the network and using the university's IT facilities are available during Induction Week and can also be found in the library entrance or from the Helpdesk on the first floor.

Blackboard

All resources e.g. power point presentations, lecture notes etc. utilised in History are available via Blackboard. Your Course Leader and module tutors will discuss this further.

Access procedure for Blackboard

You can access the material for this course via the 'Student Lobby' icon at the top of the University home page.

You cannot save work in Blackboard, so you will need to either print it off or save the documents into Word/Power Point on your own drive.

Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. It is much more than a book storage facility as it provides comfortable, flexible study spaces and a wealth of excellent learning resources, extensive collections of information sources and expert help and support from Library staff. As well as access to thousands of books, audiovisual materials and journals, highlights include:

- Extensive opening hours A wide range of different study environments for both individual and group study including bookable study rooms and pods.
- Laptop loan scheme.
- A large number of electronic resources which are available wherever you have access to the internet. It is important that you learn how to find and use journal articles, as these represent the most up-to-date sources available to you.

  Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LLRS web pages at

The library also offers:

- Media suite containing Apple Macs.
- [Self service issue and return facilities](#).
- Open access PCs and wireless access throughout the building.
- Café and vending machines.

 Full details of what the library has to offer can be found at
http://www.uclan.ac.uk/library/index.htm

3.5 Personal development planning

PDP is developed throughout the programme through the encouragement of personal reflection and self-awareness. Particular attention is devoted to PDP in the compulsory modules. At Level 1, there are exercises that are required components of the assessment for the compulsory module, supported by Academic Advisorial sessions. PDP is also promoted in HY2001 and the requirement to complete a further module's worth of skills-based work, which includes opportunities to develop employability skills.

Throughout your study at UCLan you will also:

• develop skills of reflection on their academic, personal and professional development

• increase self awareness of their own skills, qualities, attitudes and capabilities

• improve their own learning and performance

• identify strengths, weaknesses and needs and direction for change

• set goals and plan action for developing, monitoring and reviewing their own progress

• plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills Daily drop in service available from 09:00-17:00 for CV checks and initial careers

information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The history team has pioneered the development of employability skills within the curriculum with a range of modules at second and third year. In the second year, students can take the Community History Project, which is designed to create a group project on an historical topic that is accessible to a non-academic audience. Outputs range from museum displays and oral history projects to teacher's packs. These are often displayed in public museums, including the Harris Museum or the Museum of Lancashire (Preston). We also offer modules designed to provide an insight into various museums and heritage-related careers.

In the third year, students can undertake a work placement at a relevant host institution, such as a museum, archive or secondary school history department. Another option is the module in creating a Museum Exhibition. This module enables students to mount an exhibition of artefacts appropriate for museum display.

All students have the opportunity to spend a semester overseas. Most commonly history students choose an American institution, although there are opportunities to study in a range of European countries through the ERASMUS programme.

Many of our history graduates have gone on to very successful teaching careers at all educational levels. Others have found their vocation in museum, library and archive work. However, the emphasis placed on key skills means history graduates are able to apply these skills in differing contexts and have confidence and ability to work effectively in a varied range of occupations. Past examples include immigration office, tenancy services officer at a housing association, principal waste management officer, student recruitment manager at a university and freelance editor.

4. Student Support

The University provides a comprehensive support network, but it is not always clear who you should contact with specific queries or problems. For immediate support you should contact a member of the History team and the following is a basic guide:

Course Leader –   Overall course related queries

Module Leaders -   For module specific issues these are the staff
                                         you contact first if you have any academic
                                         queries.

	You will receive a handbook for each module which will include all information regarding that module.
Academic Advisor - you;	Is an academic member of staff who is allocated to providing support with your studies, helping you understand what is expected of you as a student and directing you to relevant University support agencies as necessary. Your Academic Advisor will be available to listen to any concerns you have and then advise you as best they can on how to resolve them. As your Academic Advisor is an *academic* expert, they may need to refer you onto someone who has more experience of other areas where you may be having problems. The induction sessions will discuss this further, as well as allocating you your Academic Advisor.
Administrative support -	The administrative office for the School of Humanities and the Social Sciences is located in the Harris hub. Any questions about the administrative way the course is organised should be made at this office. The Harris hub is where you should go with questions about your student details, and for most forms. These include assignment cover sheets, extension forms, and so on. However, most of your administrative questions could be answered by checking on MyUCLan first.

4.1 Academic Advisors

You will be allocated an Academic Advisor in induction week. See above for the role of an Academic Advisor.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/
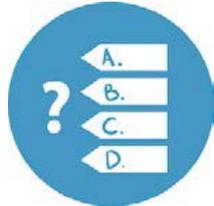
5. Assessment

5.1 Assessment Strategy

Almost all History modules are assessed by coursework. Coursework might include essays, projects, group seminar presentations, reviews, reflective logs and reports. All History modules have at least two forms of assessment and, with the exception of the dissertation modules, the maximum assignment weighting is set at 75%.

5.2 Notification of assignments and examination arrangements

There is a formal procedure for handing in assignments which all students must follow. Each individual module handbook will outline the requirements for assessment, including deadline dates and submission details. Please ensure you read these details carefully.

Coursework

Most written assignments must be submitted electronically through Turnitin on the relevant module Blackboard space. Assignments must not be handed to individual tutors or given in to the Hubs unless you are specifically instructed to do so by the module tutor.

5.3 Referencing

Referencing is a vital part of academic work and you will be expected to use it, moreover using the correct method for History. This is taught in one of your first year core modules, HY1101 and the guide is also attached to this handbook.

5.4 Confidential material

As a student you have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments. If unsure you must check with your module tutor.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. Advice will be given on how to use Turnitin appropriately

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards

are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;

- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification for BA (Hons) History

UNIVERSITY OF CENTRAL LANCASHIRE	

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire, Preston
3.	**University Department/Centre**	School of Humanities and the Social Sciences
4.	**External Accreditation**	
5.	**Title of Final Award**	BA (Hons) History
6.	**Modes of Attendance offered**	Full time Part time
7.	**UCAS Code**	V100 BA/H
8.	**Relevant Subject Benchmarking Group(s)**	History, Politics
9.	**Other external influences**	
10.	**Date of production/revision of this form**	May 2016 Revised February 2017 Revised June 2017 Revised June 2019
11.	**Aims of the Programme**	

- **To extend the range of students' historical studies in terms of geographical and temporal coverage**
- **To enhance awareness and deepen understanding of historiographical debate**
- **To develop appreciation of, and expertise in using, primary sources of evidence**
- **To promote the ability to inform historiographical debate through the use of primary evidence**
- **To promote awareness of the wider importance and value of the skills of historical study**

• **To develop an understanding of the nature of History as an academic discipline**
12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
Students will be able to demonstrate: A1. knowledge and understanding of a range of historical periods, topics and issues A2. an appreciation of the nature of the discipline of history and how historians work
Teaching and Learning Methods
Lectures, seminars, workshops, independent and small group work
Assessment methods
Essays, oral presentations, examinations, project work, reports, dissertation
B. Subject-specific skills
Students will be able to: B1. engage in historiographical debate B2. analyse and synthesise different kinds of historical evidence B3. construct and defend historical arguments
Teaching and Learning Methods
Lectures, seminars, workshops, independent and small group work
Assessment methods
Essays, oral presentations, examinations, project work, reports, dissertation
C. Thinking Skills
Students will be able to: C1. analyse evidence C2. interpret, construct and defend arguments C3. critically evaluate assumptions and approaches in addressing problems
Teaching and Learning Methods
Seminars, small group and independent work
Assessment methods
Essays, oral presentations, examinations, project work, dissertation
D. Other skills relevant to employability and personal development
Students will be able to: D1. engage in independent and group work D2. retrieve, analyse and synthesise evidence D3. communicate reasoned arguments in written and oral form D4. manage projects and solve problems
Teaching and Learning Methods
Lectures, seminars, independent and small group work
Assessment methods
Essays, oral presentations, examinations, project work, dissertation

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	HY3990	**Core** History Dissertation OR	20	**Bachelor Honours Degree in History** Requires 360 credits including a minimum of 220 at Level 5 or above, and including 100 at Level 6, including a dissertation module
	HY3991	Extended History Dissertation OR	40	
	HY3997	History, Museums and Heritage Dissertation	20	**Bachelor Degree in History** Requires 320 credits, including a minimum of 180 at Level 5 or above, and including 60 at Level 6
	HY3007	**Optional** Dictatorship, democratisation and division: Germany 1933 - 65	20	
	HY3022	City: A Social and Cultural History c1850-1910	20	
	HY3029	Education, Society and Culture in England, 1790-1914		
	HY3054	India, Pakistan and Afghanistan during the Cold War 1947-92	20	
	HY3059	African nationalism and Independence, 1921-1982	20	
	HY3061	Riot and rebellion: popular politics and the English people c.1780-1850	20	
	HY3062	A Place Apart? The Northern Ireland Troubles	20	
	HY3063	The Presidency of John F Kennedy 1961-63.Thatcher's Britain, 1979-1990	20	
	HY3064	From Cold War to New Asia Pacific Order 1969-92	20	
	HY3065	Work placement in History	20	
	HY3972	Realistic Work Experience:	20	
	CD3005	Museum Exhibition Design	20	
	CJ3018	Understanding State Crime and Genocide	20	
	PO3004	Terrorism and Security	20	
	CJ3027	Human Trafficking and Modern Day Slavery	20	
	DF3018	Political Activism and the Deaf World	20	
	PI3006	Modern European Thought	20	
	PO3112	Contemporary Anglo-American Political Philosophy	2020	
	PO3134	Continuity and Change in British Politics	20	
	RB3003	Religion in a Global Village	20	
	RB3005	Political Islam and Islamic Movements	20	
	ET3981	Student Initiated Module	20	
	ET3982	Student Initiated Module	10	
	ET3983	Student Initiated Module	20	

Level	Code	Title	Credits	Award
Level 5		**Core**		**Diploma in Higher Education in History**
	HY2001	Sources and Methods	20	Requires 240 credits including a minimum of 100 at Level 5
		Optional		
	HY2006	Europe in an Age of Extremes c. 1914-2000	20	
	HY2007	Twentieth Century Britain	20	
	HY2062	Rebellion to Neutrality: Ireland 1795-1945	20	
	HY2095	Cold War in Asia, 1945 -1989: History, Society and Conflict	20	
	HY2096	Colonial Impacts: Africa 1652-1910.	20	
	HY2098	The Good, The Bad and the Downright Evil: Perceptions of Crime and Punishment in England, 1700-1900	20	
	HY2099	Community History Project	20	
	HY2028	State and Society in Britain 1750-1918	20	
	HY2101	Public History in Practice	20	
	HY2102	The Special Relationship':	20	
	HY2103	Britain and the United States in the Twentieth Century	20	
	ED2218	Experiential Learning in Educational Settings Diversity and Inclusive Practice with Children and Adults	20	
	CI2008	Globalisation: History, Theories and Approaches	20	
	IR2101	Foundation of Ethics	20	
	PI2214	History of Political Ideas	20	
	PO2110	Radical Politics and Political Ideas in Modern Britain : From Lloyd George to Tony Blair	20	
	PO2400	Sociology of Social Movements	20	
	SO2103	British Cinema	20	
	FI2008	Student Initiated Module	20	
	ET2981	Student Initiated Module	10	
	ET2982	Student Initiated Module	20	
	ET2983	Free choice elective (e.g. language)	20	
	Level 5		20	
Level 4		**Core**		**Certificate in Higher Education**
	HY1101	Understanding History	20	Requires 120 credits at Level 4 or above
		Compulsory		
	HY1108	Nations and Empires in Asia: China, India, Thailand and Japan 1857 - 1949	20	
	HY1110	The Making of Britain 1688-1921.	20	
	HY1117	State and Society :Europe, c1815-1914	20	
		Optional		
	HY1111	Colony to Nation: America c1700 – 1970	20	
	HY1123	Public History, Heritage and Society	20	
	CJ1101	Crime and Society	20	

	DF1113	Communities, Cultures and Identities	20	
	ED1202	Education for Everyone?	20	
	ED1204	Observing Education in Action	20	
	IR1002	Alliances, Coalitions and Organisations in International Relations since 1945	20	
	PI1005	The Value of Knowledge: What is Education For?	20	
	PO1109	Global Politics: An Introduction to International Relations	20	
	PO1112	British Politics	20	
	RB1007	Fundamentalism and Cultural Heritage	20	
	SO1112	Global Social Inequalities	20	
	VO1006	Volunteering and Community Action	20	
	Level 4	Free choice elective (e.g. language)	20	

15. Personal Development Planning

PDP is developed throughout the programme through the encouragement of personal reflection and self-awareness. Particular attention to PDP is given in the compulsory modules. At Level 4, tailored sessions and assessed exercises in the core module, supported by personal tutorial sessions, are designed to initiate and encourage PDP. PDP is also promoted in HY2001 and through the employability-related modules. Support sessions for the final year dissertation module are designed to help students make the transition to life beyond the university. Each student will be have a personal adviser, who can help in identifying, enhancing and recording PDP elements of the programme

16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.
Students will be informed of their personal minimum entry criteria in their offer letter.

The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level is expressed in terms of UCAS Tariff Points.
Please check the course website for the most up-to-date tariff requirements.

17. Key sources of information about the programme

- University, School and subject website
- History Benchmarking document
- Fact sheets

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding		Subject-specific Skills			Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
LEVEL 6	HY3990	History Dissertation	Core	x	x	x	x	x	x	x	x	x	x	x	x
	HY3991	Extended History Dissertation	Core	x	x	x	x	x	x	x	x	x	x	x	x
	HY3997	History, Museums and Heritage Dissertation	Core	x	x	x	x	x	x	x	x	x	x	x	x
	HY3007	Dictatorship, democratisation and division: Germany 1933 - 65	Option	x		x	x	x	x	x	x	x	x	x	
	HY3022	Public Space in the English City: A Social and Cultural History 1850-1910	Option	x		x	x	x	x	x	x	x	x	x	
	HY3029	Education, Society and Culture in England, 1790-1914	Option	x		x	x	x	x	x	x	x	x	x	
	HY3054	India, Pakistan, Afghanistan during the Cold War 1947-92	Option	x		x	x	x	x	x	x	x	x	x	
	HY3059	African Nationalism and Independence, 1921-1982	Option	x		x	x	x	x	x	x	x	x	x	
	HY3061	Riots and Revolution: popular politics and the English working class, c.1770-1848	Option	x		x	x	x	x	x	x	x	x	x	
	HY3062	A Place Apart? The Northern Ireland Troubles	Option	x		x	x	x	x	x	x		x	x	
	HY3063	The Presidency of John F Kennedy 1961-63.	Option	x		x	x	x	x	x	x	x	x	x	
	HY3064	Thatcher's Britain, 1979-1990	Option	x		x	x	x	x	x	x	x	x	x	

	Code	Title	Type	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
	HY3972	Work placement in History	Option		x				x				x	x	x	x
	CD3005	Realistic Work Experience: Museum Exhibition Design	Option		x				x				x	x	x	x
	CJ3018	Understanding State Crime and Genocide	Option	x		x	x	x	x	x	x	x	x	x	
	PO3004	Terrorism and Security	Option	x		x	x	x	x	x	x	x	x	x	
	CJ3027	Human Trafficking and Modern Day Slavery	Option	x		x	x	x	x	x	x	x	x	x	
	DF3018	Political Activism and the Deaf World	Option	x		x	x	x	x	x	x	X	x	x	
	PI3006	Modern European Thought	Option	x		x	x	x	x	x	x	x	x	x	
	PO3112	Contemporary Anglo-American Political Philosophy	Option	x		x	x	x	x	x	x	x	x	x	
	PO3134	Continuity and Change in British Politics	Option	x		x	x	x	x	x	x	x	x	x	
	IR3001	War, Ethics and Society	Option	x		x	x	x	x	x	x	x	x	x	
	RB3003	Religion in a Global Village	Option	x		x	x	x	x	x	x	x	x	x	
	RB3005	Political Islam and Islamic Movements	Option	x		x	x	x	x	x	x	x	x	x	
	ET3981	Student Initiated Module	Option	x		x	x	x	x	x	x	x	x	X	
	ET3982	Student Initiated Module	Option	x		x	x	x	x	x	x	x	x	x	
	ET3983	Student Initiated Module	Option	x		x	x	X	x	x	x	x	x	x	
LEVEL 5	HY2001	Sources and Methods	Core		x		x		x		x		x	x	x	x
	HY2006	Europe in an Age of Extremes c. 1914-2000	Option	x		x	x	x	x	x	x	x	x	x	
	HY2007	Twentieth Century Britain	Option	x		x	x	x	x	x	x	x	x	x	
	HY2028	Community History Project	Option				x		x		x	x	x	x	x	x
	HY2062	Rebellion to Partition: Ireland 1795-1921	Option	x		x	x	x	x	x	x	x	x	x	
	HY2095	Cold War in Asia, 1945-89: History, Society and Conflict	Option	x		x	x	x	x	x	x	x	x	x	
	HY2096	Colonial impacts: Africa 1652-1910	Option	x		x	x	x	x	x	x	x	x	X	

Level	Code	Title	Type												
	HY2098	The Good, The Bad and the Downright Evil: Perceptions of Crime and Punishment in England, 1700 - 1900	Option	x		x	x	x	x	x	x	x	x	X	
	HY2103	The 'Special Relationship': Britain and the United States in the Twentieth Century	Option	x		x	x	x	x	x	x	x	x	X	
	HY2101	State and Society in Britain 1750-1918	Option	x		x	x	x	x	x	x	x	x		
	HY2102	Public History in Practice	Option				x		x	x	x	x	x	x	x
	ET2981	Student Initiated Module	Option	x		x	x	x	x	x	x	x	x		
	ET2982	Student Initiated Module	Option	x		x	x	x	x	x	x	x	x		
	ET2983	Student Initiated Module	Option	x		x	x	x	x	x	x	x	x		
	ED2218	Experiential Learning in Educational Settings	Option		x				x			x	x	x	x
	CI2008	Diversity and Inclusive Practice with Children and Adults	Option	x		x	x	x	x	x	x	x	x		
	IR2101	Globalisation: History, Theories and Approaches	Option	x		x	x	x	x	x	x	x	x		
	PI2214	Foundation of Ethics	Option	x		x	x	x	x	x	x	x	x		
	PO2110	History of Political Ideas	Option	x		x	X	x	x	x	x	x	x		
	PO2400	Radical Politics and Political Ideas in Modern Britain : From Lloyd George to Tony Blair													
	SO2103	Sociology of Social Movements	Option	x		x	x	x	x	x	x	x	x		
	FI2008	British Cinema	Option	x		x	x	x	x	x	x	x	x		
LEVEL 4	HY1101	Understanding History	Core		x		x		x	x	x	x	x	x	X
	HY1111	Colony to Nation: America c. 1700-1970	Option	x		x	x	x	x	x	x	x	x		
	HY1108	Nations and Empires in Asia: China, India, Japan and Thailand 1857 - 1949	Comp	x		x	x	x	x	x	x	x	x		

Code	Title	Type	1	2	3	4	5	6	7	8	9	10	11	12
HY1110	The Making of Britain, c1688-1921	Comp	x		x	x	x	x	x	x	x	x	x	
HY1117	State and Society :Europe, c1815 – 1914	Comp	x		x	x	x	x	x	x	x	x	x	
HY1123	Public History, Heritage and Society	Option				x	x	x	x	x	x	x	x	x
CJ1101	Crime and Society	Option	x		x	x	x	x	x	x	x	x	x	
DF1113	Communities, Cultures and Identities	Option	x		x	x	x	x	x	x	x	x	x	
ED1202	Education for Everyone?	Option	x		x	x	x	x	x	x	x	x	x	
ED1204	Observing Education in Action	Option		x				x			x	x	x	x
IR1002	Alliances, Coalitions and Organisations in International Relations since 1945	Option	x		x	x	x	x	x	x	x	x	x	
PI1005	The Value of Knowledge: What is Education For?	Option	x		x	x	x	x	x	x	x	x	x	
PO1109	Global Politics : An Introduction to International Relations	Option	x		x	x	x	x	x	x	x	x	x	
PO1112	British Politics	Option	x		x	x	x	x	x	x	x	x	x	
RB1007	Fundamentalism and Cultural Heritage	Option	x		x	x	x	x	x	x	x	x	x	
SO1112	Global Social Inequalities	Option	x		x	x	x	x	x	x	x	x	x	
VO1006	Volunteering and Community Action	Option				x		x	x	x	x	x	x	x

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

BA History:

Students will be able to:

- Apply critical knowledge and understanding from different perspectives (such as social, political and diplomatic) to a wide range of historical topics and issues.
- Show appreciation of the nature of the discipline of history and how historians work, and to construct and defend nuanced and persuasive historical arguments of their own.
- Engage in historiographical debate, including discerning, outlining and contrasting different viewpoints among historians.
- To interrogate, read, analyse and reflect critically and contextually upon contemporary texts and other primary sources.
- Present and explain ideas with clarity, economy and accuracy both in written and oral forms.
- Show strong employability skills such as the ability to manage own time and resources to meet deadlines, work in collaboration with others, carry out research with rigour and thoroughness, give effective presentations, and exercise critical and independent judgement.

Learning outcomes for the award of Dip H.E.

Students will be able to:

- Apply critical knowledge and understanding from different perspectives (such as social, political and diplomatic) to a range of historical topics and issues.
- Appreciate the nature of the discipline of history and how historians work, and to construct and defend arguments of their own.
- To interrogate, read, analyse and reflect critically and contextually upon contemporary texts and other primary sources.
- Present and explain ideas with clarity, economy and accuracy both in written and oral forms.
- Show enhanced employability skills such as the ability to manage own time and resources to meet deadlines, work in collaboration with others, carry out research with rigour and thoroughness, give effective presentations, and exercise critical and independent judgement.

Learning outcomes for the award of Cert H.E.

Students will be able to:

- Apply knowledge and understanding to several historical topics and issues.
- Show appreciation of the nature of the discipline of history and how historians work.
- Present and explain ideas effectively both in written and oral forms.
- Show enhanced employability skills such as the ability to manage own time and resources to meet deadlines, and to reach an independent viewpoint.

UNIVERSITY OF CENTRAL LANCASHIRE	
Programme Specification	

8.2 Programme Specification for Optional Foundation Year

This Programme 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.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	Main Campus
3.	**University School/Centre**	School of Humanities and the Social Sciences
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	BA (Hons) Humanities and Social Sciences (Foundation Entry): Non-award bearing programme: first stage of four-year degree course
6.	**Modes of Attendance offered**	Full-time
7.	**UCAS Code**	TBC
8.	**Relevant Subject Benchmarking Group(s)**	N/A
9.	**Other external influences**	N/A
10.	**Date of production/revision of this form**	June 2015

11. Aims of the Programme
• To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study.
• To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education.
• To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education.
• To introduce learners to a range of generic study skills related to learning formally and independently in higher education
• To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning
• To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development.
• To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.
12. Learning Outcomes, Teaching, Learning and Assessment Methods
A.   Knowledge and Understanding
At the end of the programme, students will be able to demonstrate knowledge of the following. A1. The nature of Higher Education and its opportunities and challenges for the student A2. The attributes and knowledge required to embark on degree study and beyond. A3. Strategies for effective learning A4. Their personal strengths and weaknesses as learners
Teaching and Learning Methods
• Lectures and seminars • Directed study of textbooks and online resources • Tutorial groups • Self-directed study • Class discussion • workshops
Assessment methods
• Project/portfolio work • Essay planning and essay writing • Presentations • On-line tests • Group-work
B.   Subject-specific skills
At the end of the programme the students will be able to do the following. B1. Demonstrate a basic knowledge of the nature and scope of one or more subjects in the area of Humanities and Social Sciences. B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.
Teaching and Learning Methods
• Lectures and seminars • Workshops
Assessment methods
• Essays • Projects

C.	Thinking Skills

At the end of the programme the students will be able to do the following.

C1. Demonstrate insight into, and engagement with, a variety of primary and secondary sources.

C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students.

C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments

C4. Demonstrate basic skills of independent learning and research, including the ability to identify, marshal and evaluate relevant primary and secondary source materials

C5. Demonstrate reflective decision making in planning for the next stage of their degree course.

Teaching and Learning Methods

- Seminars and tutorials
- Direct and hands-on approach to source material, including e-sources
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

Assessment methods

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project
- on-line testing

D.	Other skills relevant to employability and personal development

At the end of the programme the students will be able to do the following.

D1. Work independently, or with limited guidance, where appropriate

D2. Make personal, educational and career action plans to support future development

D3. Demonstrate basic transferable skills necessary for employability and personal development

Teaching and Learning Methods

- seminars and tutorials
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

Assessment methods

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project

Level	Module Code	Module Title	Credit rating	
13. Programme Structures*				**14. Awards and Credits***
Level 3 (F)	*HUC110 Compulsory	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	20	**BA (Hons) Humanities and Social Sciences (Foundation Entry)** Foundation Year requires completion of 120 credits at Level 3. Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes: FdA Community Leadership BA (Hons) Criminology and Criminal Justice FdA Criminology and Sociology BA (Hons) Criminology and Sociology BA (Hons) BSL/Deaf Studies BA (Hons) Education and Deaf Studies BA (Hons) Education and History BA (Hons) Education and Professional Studies BA (Hons) Education and Psychology BA (Hons) Education and Sociology BA (Hons) Film and Media Studies BA (Hons) History BA (Hons) History and Politics BA (Hons) Philosophy BA (Hons) Politics and Philosophy BA (Hons) Politics and Social Policy BA (Hons) Religion, Culture and Society BA (Hons) Sociology Students who exit after the Foundation year will receive a transcript of their modules and grades.
	*HUC111 Compulsory	DEVELOPING ACADEMIC KNOWLEDGE	20	
	*HUC114 Compulsory	TARGET AWARD EXTENDED STUDY	20	
	*HUC115 Compulsory	Learning by Experience	20	
	*CJC101 Option	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	20	
	EDC101 Option	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	20	
	HYC101 Option	INTRODUCTION TO HISTORY	20	
	PIC101 Option	INTRODUCTION TO PHILOSOPHY	20	
	*SOC101 Option	INTRODUCTION TO SOCIOLOGY	20	
	FIC001 Option	Film and Media Theory	20	
	ENC012 Option	Introduction to Literature	20	
	ENC013 Option	Introduction to Creative Writing		
	FZC004 Option	Key Themes in Archaeology	20	
	PSC005 Option	Introduction to Psychology	20	

*The modules marked with an asterisk are approved for franchised delivery at Wigan & Leigh College, ie:
HUC110, HUC111, HUC114, HUC115, CJC101 and SOC101.

15.	Personal Development Planning

Personal Development Planning is supported primarily through the core module HUC112, Informed Decision Making. The aim of this module is to provide a structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. However the students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

16.	Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Students applying at age 18 will need to achieve minimum entry qualifications of 160 points at A level or equivalent. Non-standard, mature applicants will be interviewed by the Course Leader to assess their potential to benefit from the programme.

Students must be able to demonstrate competence in English Language to GCSE grade C level or its equivalent. Those who do not hold a qualification at this level or provide documentary evidence prior to entry will be expected to undertake an English assessment at the interview stage.

The English entry requirement for International or non UK students is an IELTs score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

Motivation, commitment and enthusiasm are also expected for entry on to the programme.

17.	Key sources of information about the programme
• UCLan website: http://www.uclan.ac.uk/study_here/undergraduate_study.php
• The Course Handbook
• The UCAS website: http://www.ucas.ac.uk/

18.	Curriculum Skills Map

				Programme Learning Outcomes			
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding	Subject-specific Skills	Thinking Skills	Other skills relevant to employability and personal development

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	C5	D1	D2	D3
LEVEL 3	HUC110	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	COMP	√	√	√	√			√	√	√	√		√		√
	HUC111	DEVELOPING ACADEMIC KNOWLEDGE	COMP	√	√			√		√	√	√	√	√	√		√
	HUC114	TARGET AWARD EXTENDED STUDY	COMP					√	√	√	√	√	√		√		√
	HUC115	Learning by Experience	Comp	√	√	√	√			√	√	√	√		√		√
	CJC101	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	O					√	√	√	√	√	√	√	√	√	√
	EDC101	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	O					√	√	√	√	√	√	√	√	√	√

Code	Title	O						√	√	√	√	√	√	√	√	√	√
HYC101	INTRODUCTION TO HISTORY	O						√	√	√	√	√	√	√	√	√	√
PIC101	INTRODUCTION TO PHILOSOPHY	O						√	√	√	√	√	√	√	√	√	√
SOC101	INTRODUCTION TO SOCIOLOGY	O						√	√	√	√	√	√	√	√	√	√
FIC001	Film and Media Theory	O						√	√	√	√	√	√	√	√	√	√
ENC012	Introduction to Literature	O						√	√	√	√	√	√	√	√	√	√
ENC013	Introduction to Creative Writing	O						√	√	√	√	√	√	√	√	√	√
FZ004	Key Themes in Archaeology	O						√	√	√	√	√	√	√	√	√	√
PSC005	Introduction to Psychology	O						√	√	√	√	√	√	√	√	√	√

Addendum to the Course Handbook for

BA (Hons) History
Entry Year of Study (2019-20)

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
Appendix	Programme Specification	Amendment Module Title change HY2006	July 2019
Appendix	Programme Specification	Withdrawal of optional module HY3005	July 2019
Appendix	Programme Specification	Addition of new optional module HY3007	July 2019