

THE FACULTY OF MEDIA AND COMMUNICATION

BA (HONS) HISTORY

PROGRAMME SPECIFICATION

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BASIC FRAMEWORK / PROGRAMME DATA

Originating institution(s)	Bournemouth University
Award(s) and title(s)	BA (Hons) History Dip HE History Cert HE History
UCAS Programme Code(s)	BAHF V100
External reference points(s)	QAA Subject Benchmark Statement for History (2007) Chapter A1: The National Level (<i>incorporating the Framework for Higher Education Qualifications (FHEQ)</i>) UK Quality Code for Higher Education (2013)
Professional, Statutory and/or Regulatory Body links	None
Place(s) of delivery	Bournemouth University
Mode(s) of delivery	Full-time / Part-time
Credit structure	Cert HE – 120 credits (60 ECTS credits) Dip HE – 240 credits (120 ECTS credits) BA (Hons) – 360 credits (180 ECTS credits)
Duration	3 years full-time / 4 years with a minimum 30 week placement/ 6 years part-time
Date of original approval(s)	July 2014
Date of first intake	September 2015
Student numbers	Minimum 15; Maximum 36; Optimum 18.
Placements	4 weeks (compulsory) minimum 30 weeks (optional)
Partner institution(s) and model(s)	None
Date and version number of this Programme Specification	Version 1.2-0917 January 2017

FMC 1617-10, approved 31 October 2016; previously version 1.0
BU1617 01, approved 24/02/2016, previously version v1.1-0916

1. AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the academic and professional contexts for BA (Hons) History
- Define the aims of BA (Hons) History
- Identify the level learning outcomes
- Define the learning, teaching and assessment methods and strategies
- Articulate the regulations governing BA (Hons) History
- Present the programme structure diagram

2. ACADEMIC AND PROFESSIONAL CONTEXTS

Why History in the Faculty of Media and Communication? The Strategic Overview

The Faculty of Media and Communication is responding to uncertainties in the labour market for media graduates by offering a broader range of subjects and in particular single-subject Humanities degrees. BA English is now in its fourth year with more than 70 students in the current Level 4 and BA Politics and Media was introduced in 2012. The Media School Delivery Plan 2013-18 (v.4 28/06/2013) includes the introduction of a 'media-flavoured' undergraduate History degree and it is also probable that BA Sociology (currently based in the School of Health and Social Care) will move to the Media Faculty. These four programmes may eventually become a new Humanities Academic Group within the School.

The development of BA History was chosen because of the presence of the successful Centre for Media History (CMH) in the Faculty and the fact that there are a number of staff with history qualifications up to and including PhD. The CMH has established itself as an important and influential research centre, which has mainly promoted archive based study of radio and television history. Its new trajectory and ambition is to broaden the scope of its research to encompass film, public relations, press and other components of media history, as well as to continue to promote European collaboration in research and education. The CMH has a strong interest in archive policy and promotes the use of archives in education.

The presence of the CMH, the opportunity to share units with other Humanities degrees (certainly with BA Politics and Media), the popularity of BA History in British HEIs and the recent development of the more media-oriented 'public history' has made the launch of this programme strategically sound.

Why History in the Faculty of Media and Communication? A Unique Opportunity

Apart from strategic reasons, being part of the Media Faculty has provided the opportunity to develop an original history degree. History as a discipline is undergoing significant change largely due to the advent of digital technologies. Not only has this provided new ways of accessing historical sources but also new ways of presenting history, both within the academy and in the wider public world. BA History at Bournemouth is well positioned to take advantage of these developments, and to build upon them in terms of media focus and flavour. With Modern British History at its core, particularly social and cultural history, BA History will make full use of media resources and digital technologies to enhance its programme. This will be apparent in a number of ways.

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Firstly, the course will include units, both core and optional, which draw directly from media and cultural history such as the first year units *Media, Communication and Society*, the second year options *Youth Culture and Politics* and *The Cold War* and the third year options *Woman's Hour: Being History, Making History, Telling History* and *Britain through Three Exhibitions*. More traditional units will also be distinguished by a media focus. This is particularly pertinent to modern British social and cultural history which has been arbitrated through the press/ radio/ television/ internet but is also applicable to units which encompass broader themes such as *European Histories* or *The Shaping of the Middle East*. In this way, media sources and resources will be a teaching component of all units, whether *Downton Abbey*, the website of the EBU, the *Sisterhood and After Project*, the learning resources of the Imperial War Museum, or the 1967 radio series *Suez: Ten Years After*.

Secondly, teaching, learning and assessment strategies will utilise and exploit resources, skills and knowledge within the Media School. The School is renowned for its expertise in media analysis and media theory and is home to the UK's only Centre for Excellence in Media Practice so it makes sense to apply this to historical method. The Faculty is also at the forefront of higher education in media production, journalism, computer animation and marketing and BA History will draw on these elements. In terms of assessment, this could include recording and editing oral history interviews, presenting work online as virtual exhibitions, developing historically themed supplements for magazines, creating blogs or devising content for historical television and radio documentaries. Cross-discipline collaborations will be encouraged, with the potential to develop films with TV students; websites with Digital Media Design students or marketing strategies with PR students. *The Graduate Project*, which students undertake in their final year, culminates in a proposal for a public history event and will take full advantage of these media tools.

Thirdly, pertinent to a Media Faculty, BA History will include a strong emphasis on public history. This approach to history stresses the communication of the past beyond the academy in museums and heritage organisations, radio and television programmes, websites and so on. It is also closely aligned to the burgeoning interest in e.g. family history/ community history and also the professional communication of history by novel and creative means. In this way, core units such as *History in the Public World* and *Community Histories* will have an overt public history focus while others, for example *The Home Front*, will include interpretation in museums and heritage sites as part of its teaching. There are already prospects for students to participate directly with ongoing public history ventures such as the 'Streets of Bournemouth' online museum and the BBC's preparations for its centenary.

Connections with external organisations will be a key strength of the degree. As well as national links, local heritage concerns such as the Dorset History Centre, Kingston Lacy House, the Russell-Cotes Museum, Bournemouth Libraries and the Tolpuddle Martyrs Museum have all shown an interest in providing not only work experience but also guest speakers and the prospect of collaboration on a range of student projects. In addition there are already links within the CMH with organisations such as the BBC, the British Library, The Women's Library, the Wellcome Collection and the Business Archives Council. The opportunity for students to explore and learn history from those working within heritage organisations will enhance not only their understanding of the discipline but their employability.

As outlined in the Media School strategy, the Centre for Media History will act as a focal point for the degree. All BA History students will have automatic membership of the CMH which hosts meetings, events, symposiums and conferences. Those

holding PhD studentships and other historians connected with the CMH will bolster the pool of potential teachers on the degree, with the possibility of part-time hours, running seminars and so on. The CMH will itself be strengthened by the advent of the degree with plans to broaden research and widen networks, particularly internationally.

BA History has been developed in consultation with academic, professional and employer communities and key points of reference have been considered. The degree is closely aligned to the QAA Subject Benchmark Statement for History (2007) which includes a number of new recommendations, such as: more reference to information and communication technology methods in teaching and learning; greater acknowledgement of the importance of visual and material culture as historical evidence; acknowledgement of the growing number and importance of learning activities such as fieldwork, community-based projects, work placements and so on (p. iv). Through these various means BA History will be a strong and innovative addition to the UK Higher Education sector.

3. AIMS OF THE PROGRAMME

BA History taps into the growing interest in the UK in both public history and modern British history. As the HEA report 'Contemporary Britain' (2010) makes clear, modern British history is becoming increasingly popular as a subject for both historical research and undergraduate teaching. Similarly, public history is steadily appearing within the curriculum of UK history degrees both at postgraduate and undergraduate level and is a focus of the Historical Association and Institute of Historical Research. While these two areas will be central to BA History, the degree also has strong roots in historiography and methodology, instilling in students the tools and craft of the discipline. It will nurture an understanding of the ways in which different societies and cultures change and develop through time and the ways in which historians evaluate and disseminate that knowledge. Overall, the course aims to develop in students the ability to become practical historians and to acquire the transferable skills of analysis, empathy and debate that the study of history stimulates. It will also prepare students to be the digital historians of the future.

While lectures, seminars and tutorials will be a key component of learning, students will also participate in field work and in a range of group and personalised tasks, culminating in a work-experience placement, an individual dissertation and a specialised group project in the final year. There will be opportunities to hear guest speakers such as media practitioners, museum curators and archivists. In line with other courses in the Media School, students will have opportunities to study abroad for a semester in Level 5 (Lund University in Sweden has already been broached) and to embark on a minimum 30-week work placement, in-between Levels 5 and 6. A key role of the history development post, which is due to commence in September 2014, will be to secure robust arrangements with appropriate history/heritage stakeholders for both the optional minimum 30-week work placement and the compulsory 4-week work experience that takes place at the end of Level 5.

By studying BA History at Bournemouth University, students will develop thorough research and communication skills as well as being empowered to think and write creatively and analytically about the past. In addition to equipping students for careers within the heritage industry, media, journalism, marketing and education, the programme aims also to develop students who have the academic and research

skills and independent learning ability required for continuing personal development and life-long learning. Those students who wish to progress their higher education studies will be well-equipped to successfully apply for MA courses whether within Bournemouth University or elsewhere.

The Media School is well known for producing academically able, employable and valued graduates who are a credit to the University. BA History aims to build upon this success by recognising the growing interdependence of what might broadly be described as the 'historical realm' and the media and communications industries. Bournemouth is currently the only UK university proposing this sort of programme situated in a very successful Media School which is a unique element of our provision.

4. INTENDED LEARNING OUTCOMES

4.1 Overall Programme and Level 6 Intended Learning Outcomes

A Subject knowledge and understanding

By the end of the programme students are expected to be able to:

- A1** Demonstrate a coherent and detailed command of a substantial body of historical knowledge;
- A2** Articulate a critical understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;
- A3** Demonstrate a significant understanding of the social, cultural and political factors that influence/initiate historical events;
- A4** Demonstrate a rigorous understanding of the differing approaches to the study of history and an awareness of different historical methodologies and their application;
- A5** Draw critically reasoned, informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence.

B Intellectual skills

By the end of the programme students are expected to be able to:

- B1** Critically and empathetically read and analyse historical texts and other primary sources;
- B2** Read, analyse and reflect critically and contextually upon secondary evidence including historical writings and the interpretations of historians;
- B3** Coherently and fluently express complex historical arguments in written and verbal form;
- B4** Demonstrate an ability to design, research, and present a sustained and independently conceived piece of historical writing.

C Practical skills

By the end of the programme students are expected to be able to:

- C1** Identify, find, retrieve, sort and impart historical information with confidence and accuracy;
- C2** Collaborate effectively with others in the exploration of historical issues and in the presentation of outcomes;
- C3** Develop time-management skills including the ability effectively to work alone and in groups;
- C4** Demonstrate advanced problem-solving skills;
- C5** Communicate information to both specialist and non-specialist audiences.

D Transferable skills

By the end of the programme students are expected to be able to:

- D1** Perform effectively when working on their own and in collaboration with others;
- D2** Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;
- D3** Produce accurately referenced work to a given format, brief and deadline;
- D4** Manage their own motivation, tasks and behavior in enterprising, innovative and professionally appropriate ways;
- D5** Consider and critically evaluate their own work and that of others in a reflective manner with reference to academic and professional issues, debates and conventions

4.2 Level 5 Intended Learning Outcomes (Dip HE)

A Subject knowledge and understanding

By the end of the level students are expected to be able to:

- A1** Demonstrate a broad command of historical knowledge;
- A2** Demonstrate an understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;
- A3** Demonstrate an understanding of the social, cultural and political factors that influence/initiate historical events;
- A4** Demonstrate an understanding of the differing approaches to the study of history and an awareness of and ability to apply different historical methodologies;
- A5** Draw informed and independently generated conclusions about the past from a range of historical evidence

B Intellectual skills

By the end of the level students are expected to be able to:

- B1** Critically read and analyse historical texts and other primary sources;

- B2** Read, analyse and reflect upon secondary evidence including historical writings and the interpretations of historians;
- B3** Coherently express historical arguments in written and verbal form;
- B4** Demonstrate the ability to research and present an independently conceived piece of historical writing.

C Practical skills

By the end of the level students are expected to be able to:

- C1** Identify, find, retrieve, sort and impart historical information with confidence and accuracy;
- C2** Collaborate with others in the exploration of historical issues and in the presentation of outcomes;
- C3** Develop time-management skills including the ability to work alone and in groups;
- C4** Demonstrate problem-solving skills

D Transferable skills

By the end of the level students are expected to be able to:

- D1** Perform effectively when working on their own and in collaboration with others;
- D2** Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;
- D3** Produce accurately referenced work to a given format, brief and deadline;
- D4** Manage their own motivation, tasks and behavior in enterprising, innovative and professionally appropriate ways;
- D5** Consider and critically evaluate their own work and that of others in a reflective manner with reference to academic and professional issues, debates and conventions.

4.3 Level 4 Intended Learning Outcomes (Cert HE)

A Subject knowledge and understanding

By the end of the level students are expected to be able to:

- A1** Demonstrate an awareness of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence;
- A2** Demonstrate an awareness of the social, cultural and political factors that influence/initiate historical events;
- A3** Demonstrate an awareness of the differing approaches to the study of history and an awareness of different historical methodologies.

B Intellectual skills

By the end of the level students are expected to be able to:

- B1** Read and analyse historical texts and other primary sources;

- B2** Read and analyse secondary evidence including historical writings and the interpretations of historians;
- B3** Express historical arguments in written and verbal form;
- B4** Research and present an independently conceived piece of historical writing.

C Practical skills

By the end of the level students are expected to be able to:

- C1** Identify and impart historical information with accuracy;
- C2** Collaborate with others in the exploration of historical issues and in the presentation of outcomes;
- C3** Develop time-management skills including the ability to work alone and in groups;
- C4** Demonstrate basic problem-solving skills.

D Transferable skills

By the end of the level students are expected to be able to:

- D1** Perform effectively when working on their own and in collaboration with others;
- D2** Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;
- D3** Produce accurately referenced work to a given format, brief and deadline;
- D4** Manage their own motivation, tasks and behavior in enterprising, innovative and professionally appropriate ways.

5. LEARNING AND TEACHING STRATEGIES AND METHODS

5.1 Subject Knowledge and Understanding

Core knowledge and understanding is acquired via lectures, seminars, workshops, group work, field trips, guided independent study and reading.

At Level 4, students will have more formal and structured lectures and seminars which will support them in making the transition from their learning experiences at school to those expected at university. Structured reading and group work will enable them to gain and share the knowledge and understanding of the discipline, and introduce them to accessing and appreciating the range of academic and professional resources available to them. Students will also be introduced to e-learning so they can appreciate this additional form of teaching and learning. Core units will introduce skills and methodologies which will enable students to understand and engage in systematic search and research procedures required to investigate topics effectively and produce written work that meets academic and professional expectations.

At Level 5, students will be encouraged to take a greater responsibility for their learning. Whilst many units will still include formal lectures, seminars and workshops will facilitate more student-led learning and presentations. There will also be options, enabling a degree of specialisation. The emphasis here is on longer essays reflecting deeper understanding.

Lectures and seminars will continue to form a part of student learning at Level 6, but these will be increasingly interactive and, in some cases, student-led. Those led by students, either as individuals or as small groups, will see peers providing formative feedback and critiquing work. The Graduate Project, with its group focus, will enable students to take the lead in the direction of their own, and others', learning. The Dissertation is the pinnacle of subject knowledge and understanding.

5.2 Intellectual Skills

Intellectual skills are developed through practical project work, tutorial seminar work and coursework assignments. Open-ended practical and project work is designed to enable students to demonstrate achievement of all the learning outcomes in this category.

At Level 4, students are introduced to all of the above, but the tutor will have a greater involvement in overseeing the processes. Seminar and group work in particular will encourage students to question and explore issues amongst their peers, but with the guidance of the tutor.

Level 5 develops this shift towards more independent learning with the tutor taking on more of a facilitation role in seminars and workshops but encouraging students to question and critique the work they and others are doing. Students are expected to show increasing confidence in the development of arguments.

By Level 6, it is intended that students will be able to demonstrate high levels of independent learning as the structure of seminars and workshops becomes more fluid and student-led. The tutor is then able to take on the role of facilitator to ensure that learning opportunities are available and taken up, but the students themselves will be able to challenge, critique and provide feedback on the work of their peers.

5.3 Subject-Specific and Practical Skills

Practical skills are promoted through practical work including workshops and class activities. At Levels 4 and 5 students are given detailed guidance to ensure that they have a firm grounding in the relevant skills and an awareness of the safety and ethical issues related to certain practical skills. By Level 6, students are expected to work independently on their Dissertation however they will still meet regularly with an advisor to discuss outcome and methodologies. This is similar for the Graduate Project, where independence is encouraged but rooted in tutorial support.

5.4 Transferable Skills

Transferable skills are introduced at Level 4 and are further developed throughout the programme via tutorial/seminar work and coursework assignments. They are further refined through the four week compulsory work placement experience at the end of Level 5 and the minimum 30 week work placement, if chosen. Research skills, independence of thought, team working and verbal communication skills are amongst the transferable skills that history students will gain over the course of the degree.

6. ASSESSMENT STRATEGIES AND METHODS

Students are assessed using a wide range of assessment methods throughout their years at university, starting at Level 4. Depending on the subject, examinations (which are typically 2 or 3 hours in duration) may be open-book or unseen. Coursework assessment includes individual essays and presentations, group reports and presentations, learning blogs, development of radio/television documentary proposals, on-line materials and exhibitions.

The assessment of knowledge is particularly sought through examinations, full-length essay assignments and through seminar presentations and discussions.

These are integrated into all levels, with the intention that students are provided with more tutor support and guidance at Level 4, which decreases at Levels 5 and 6. Because of the nature of these programmes, it is important for students to be introduced at an early stage to the preparation, presentation and communication of material to their peers which in turn provides them with the experience and confidence they will need whilst on work placement and in their final year.

Intellectual skills are assessed at all levels through coursework and examinations. Examinations provide students with the opportunity to demonstrate their ability to structure a concise, reasoned argument and analyse an issue in a limited time period. Where appropriate, exams will be unseen or open book. Individual essays are an important way for students to develop, refine and present their ideas in a coherent and persuasive way, using the literature appropriately to develop and sustain their arguments.

At Level 4, students are given specific guidance and support in writing essays and preparing assessed work as well as through the existing and very successful Peer Assisted Learning sessions.

At Level 5, students are assessed for intellectual skills and prepared for the substantial piece of independent written work they carry out at Level 6. The execution of the compulsory Dissertation at Level 6 enables the student to demonstrate his/her cognitive skills and critical faculties to the highest level.

Assessment of practical skills is via coursework, the submission of essays and the use of presentations. Students make reference to skill acquisition in examination answers via a critical appraisal of a technique. 'Live' research projects, designed in collaboration with external agencies and organisations, will provide the basis for a group-based assessed project which allows subject-specific skills to be demonstrated.

Transferable Skills are specifically assessed at Level 4 through units which foster personal and professional development and disciplined writing skills. They are also tested through coursework assignments throughout the programme, particularly those where information gathering, written and oral communication and group work are prioritised.

7. PROGRAMME SKILLS MATRIX

This aim of this section is to show the relationship between ILOs specified at programme and unit levels using the standard matrix. **Programme Skills Matrix Template**

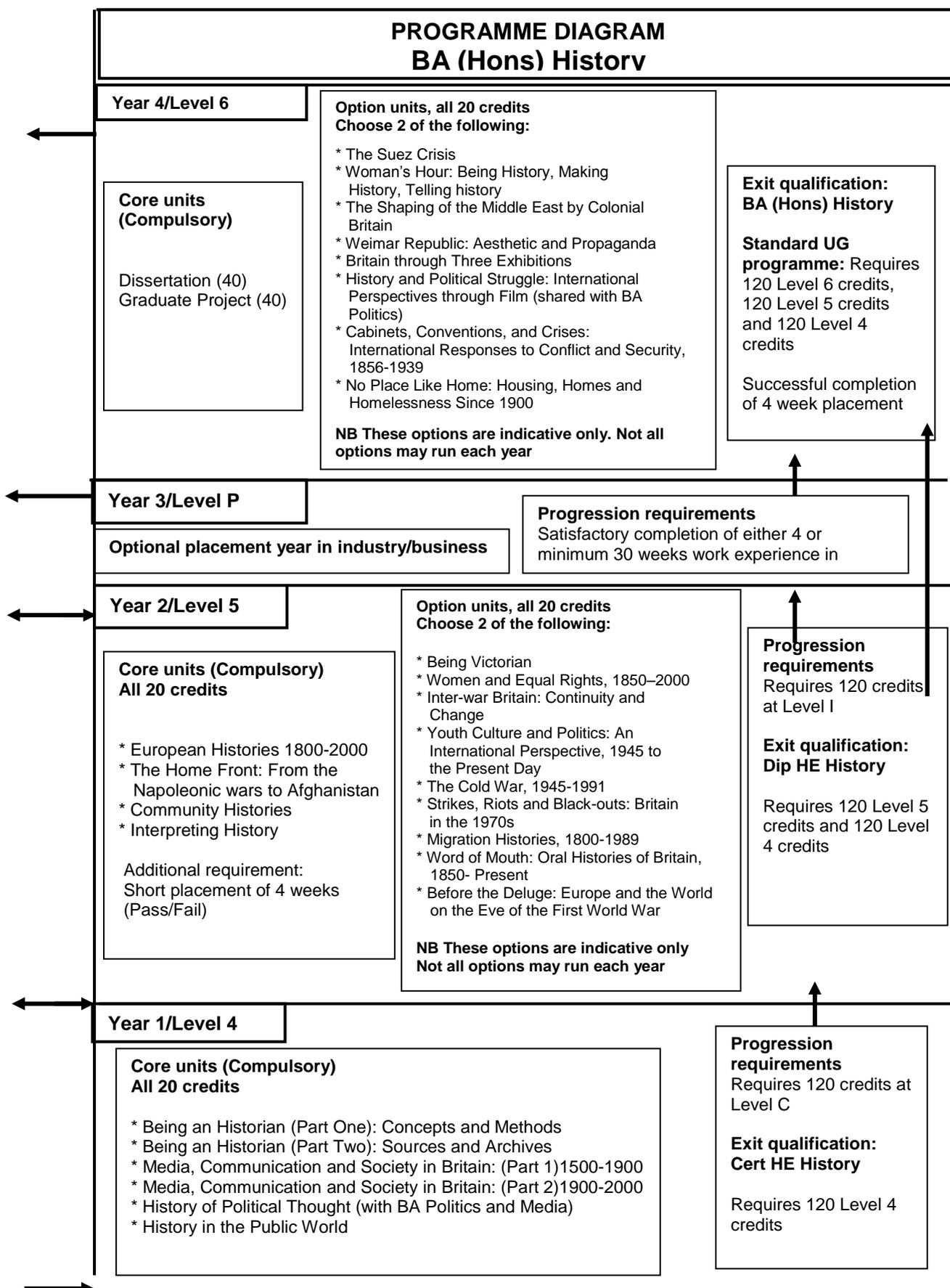
Matrix table showing the relationship between ILOs for a programme and its constituent units

Units		Programme Intended Learning Outcomes																						
		A 1	A 2	A 3	A 4	A 5		B 1	B 2	B 3	B 4			C 1	C 2	C 3	C 4	C 5		D 1	D 2	D 3	D 4	D 5
L E V E L 6	Dissertation	x	x	x	x	x		x	x	x	x			x		x	x	x		x	x	x	x	x
	Graduate Project	x	x	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	x
	Britain Through Three Exhibitions	x	x	x	x	x		x	x	x	x			x		x	x	x		x	x	x	x	x
	Woman's Hour	x	x	x	x	x		x	x	x				x		x	x	x		x	x	x	x	x
	History and Political Struggle	x	x	x		x		x	x	x	x			x		x	x	x		x	x	x	x	x
	The Shaping of the Middle East	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	Weimar Republic	x	x	x		x		x	x	x	x			x		x	x			x	x	x	x	x
	Cabinets, Conventions, and Crises	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	No Place like Home	x	x	x		x		x	x	x	x			x		x	x			x	x	x	x	x
L E V E L 5	European Histories	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	The Home Front	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	Interpreting History	x	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
	Being Victorian	x	x	x	x	x		x	x	x	x			x		x	x	x		x	x	x	x	x
	Women and Equal Rights	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	Inter-War Britain	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	Youth Culture and Politics	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	The Cold War	x	x	x	x	x		x	x	x	x			x		x	x			x	x	x	x	x
	Strikes, Riots and Black-outs	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
Word of Mouth	x	x	x	x	x		x	x	x				x		x	x	x		x	x	x	x	x	
Before the Deluge	x	x	x	x	x		x	x	x	x			x		x	x	x		x	x	x	x	x	

L E V E L 4	Being an Historian Part 1		x		x	x		x		x					x		x				x	x	x	x	
	Being an Historian Part 2		x		x	x		x	x	x					x		x				x	x	x	x	
	Media, Communications Part 1	x		x				x		x					x		x				x	x		x	
	Media, Communications Part 2	x		x				x		x					x		x				x	x		x	
	History of Political Thought	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	

<p style="text-align: center;">A - Subject Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Demonstrate a coherent and detailed command of a substantial body of historical knowledge. 2. Articulate a critical understanding of the complexities of interpreting and reconstructing the past and the varied and problematic nature of historical evidence. 3. Demonstrate a significant understanding of the social, cultural and political factors that influence/initiate historical events. 4. Demonstrate a rigorous understanding of the differing approaches to the study of history and an awareness of different historical methodologies and their application. 5. Draw critically reasoned, informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence. 	<p style="text-align: center;">C – Subject-specific/Practical Skills</p> <ol style="list-style-type: none"> 1. Identify, find, retrieve, sort and impart historical information with confidence and accuracy. 2. Collaborate effectively with others in the exploration of historical issues and in the presentation of outcomes. 3. Develop time-management skills including the ability effectively to work alone and in groups. 4. Demonstrate advanced problem-solving skills. 5. Communicate information to both specialist and non-specialist audiences.
<p style="text-align: center;">B - Intellectual Skills</p> <ol style="list-style-type: none"> 1. Critically and empathetically read and analyse historical texts and other primary sources. 2. Read, analyse and reflect critically and contextually upon secondary evidence including historical writings and the interpretations of historians. 3. Coherently and fluently express complex historical arguments in written and verbal form. 4. Demonstrate an ability to design, research, and present a sustained and independently conceived piece of historical writing. 	<p style="text-align: center;">D - Transferable Skills</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. Produce accurately referenced work to a given format, brief and deadline. 4. Manage their own motivation, tasks and behavior in enterprising, innovative and professionally appropriate ways. 5. Consider and critically evaluate their own work and that of others in a reflective manner with reference to academic and professional issues, debates and conventions.

8. PROGRAMME DIAGRAM



9. ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following amendments:

1. The last paragraph of Section 1.1 to be amended to read:

Applicants for whom English is not their first language must offer evidence of qualifications in written and spoken English. Acceptable qualifications are IELTS (academic) 6.5 with a writing element of at least 6, TOEFL 90 (internet based), or 570 (paper based), or direct equivalents.

The University's Standard Admission Regulations are available on the Staff Intranet.

10. ASSESSMENT REGULATIONS

The regulations for this programme are the University Standard Undergraduate Assessment Regulations.

11. PROGRAMME PROFILE

Originating Institution: Bournemouth University School: The Faculty of Media and Communication		Place(s) of Delivery: FMC	Programme Award and Title: BA (Hons) History Interim Award and Titles & required credits: Cert HE History – 120 credits (60 ECTS credits) Dip HE History – 240 credits (120 ECTS credits) BA (Hons) History – 360 credits (180 ECTS credits)						Mode(s) of study ¹ : FT/PT Expected Length of study ² : FT: 3 years or 4 years (sandwich) PT: 6 years BU Credit Structure & ECTS ³ : Level 6 120 (60 ECTS) Level 5 120 (60 ECTS) Level 4 120 (60 ECTS)						
		Language of delivery (if not English):													
		Programme HESA JACS code: V100													
Unit identification		Cost Centre(s) ⁴						Unit Details					Assessment Regs ⁷ :		
Unit version no.	Unit name	HESA JACS Subject Code	CC 1	%	HESA JACS Subject Code	CC2	%	Prog year ⁵ FT	Prog year ⁵ PT	Core / option	No of credits ⁶	Level (4,5,6, PgC, PgD,)	Assessment ⁸ Element Weightings ⁹		
													Exam 1	C/Work 1	C/Work 2
1	Being an Historian Part 1: Concepts and Methods	V100	145					1	1	Core	20	4		100%	
1	Being an Historian Part 2: Sources and Archives	V100	145					1	1	Core	20	4		100%	
1	Media, Communications and Society in Britain Part 1: 1500 - 1900	V140	145					1	1	Core	20	4	50%	50%	
1	Media, Communications, and Society in Britain Part 2: 1900 - 2000	V140	145					1	2	Core	20	4	50%	50%	
1	History of Political Thought	V340	145					1	2	Core	20	4	50%	50%	
1	History in the Public World	V100	145					1	2	Core	20	4		100%	

1	European Histories 1800 - 2000	V220	145					2	3	Core	20	5	50%	50%
1	Interpreting History	V100	145					2	3	Core	20	5	50%	50%
1	The Home Front: From the Napoleonic Wars to Afghanistan	V390	145					2	4	Core	20	5	50%	50%
1	Community Histories	V390	145					2	4	Core	20	5		100%
1	Being Victorian	V144	145					2	3/4	Option	20	5		100%
1	Inter-war Britain: Continuity and Change	V146	145						3/4	Option	20	5		100%
1	Women and Equal Rights 1850 - 2000	V320	145					2	3/4	Option	20	5		100%
1	Youth Culture and Politics 1945 to the Present	V320	133					2	3/4	Option	20	5		100%
1	The Cold War 1945 - 1991	V190	145					2	3/4	Option	20	5		100%
1	Strikes, Riots and Black-outs: Britain in the 1970s	V320	145					2	3/4	Option	20	5		100%
1	Migration Histories 1800 - 1989	V320	145					2	3/4	Option	20	5		100%
1	Before the Deluge: Europe and the World on the Eve of the First World War	V145	145					2	3/4	Option	20	5		100%
1	Word of Mouth: Oral Histories of Britain, 1850 - Present	V322	145					2	3/4	Option	20	5		100%
1	Dissertation	V100	145					3/4	5	Core	40	6		100%
1	Graduate Project	V390	145					3/4	6	Core	40	6		100%
1	The Shaping of the Middle East by Colonial Britain	V290	133					3/4	5/6	Option	20	6		100%
1	History and Political Struggle: International Perspectives through film	V390	145					3/4	5/6	Option	20	6		100%
1	Woman's Hour: Being History, Making History, Telling History	V300	145					3/4	5/6	Option	20	6		100%
1	Britain through Three Exhibitions (1851, 1951, 2000)	V100	145					3/4	5/6	Option	20	6		100%

1	The Suez Crisis	V300	145					3/4	5/6	Option	20	6		100%		
1	Weimar Republic: Aesthetic and Propaganda	V222	145					3/4	5/6	Option	20	6		100%		
1	No Place like Home: Housing, Homes and Homelessness since 1900	V320	145					3/4	5/6	Option	20	6		100%		
1	Cabinets, Conventions, and Crises: International Responses to Conflict and Security, 1856-1939	V140	145					3/4	5/6	Option	20	6		100%		
Effective from ¹⁰ Prog Year / Month / Year			Contact in School: (tel no. or generic UG/PG/ programme specific email) Brenda Masters 01202 965431				Date approved ¹¹ : October 2016		Programme Specification version no. ¹² : V1.2-0916				Placement ¹³ : 4 weeks or a minimum 30 weeks			
Yr. 1	2015	2016	Name of Professional, Statutory or Regulatory Body (if appropriate) ¹⁴ : N/A													
Yr. 2	2016	2017														
Yr. 3	2017	2018														
Yr.4																