



THE UNIVERSITY OF
Bolton

SCHOOL OF ARTS, MEDIA AND EDUCATION

PROGRAMME HANDBOOK

BA (HONS) History

2008 -2009

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1 A welcome from the Director

On behalf of the staff in the School of Arts, Media and Education I am very happy to welcome you to study at Bolton University. Whether you are full-time or part-time, whether you come from this area and live at home or whether you come from another part of the country, whether you have just left school or are a mature student we hope you will enjoy studying here.

Staff will help you to choose the best programme of study for you. We will offer advice on study methods. We will be glad to listen if you find you have difficulties or if you develop interests which do not seem to be catered for by your original choice of subjects.

We try to encourage student societies and non-academic activities which are so important in making student life enjoyable. We have drama and poetry groups and staff-student discussion groups on topics in philosophy. This year we hope to have some musical activities (student workshops and recitals) as well as our well established programme of visiting poets and theatre visits. If you have ideas for other activities please let us know.

Our staff all carry out research and back up their teaching with up-to-date scholarship. Many of them write books and articles which help to advance the frontiers of knowledge and opinion. However, we are here primarily to help you to learn and to share our interests and enthusiasms with you. Much of our teaching is in relatively small groups with ample opportunities for discussion and questions. It is through challenging, enquiring and discussing that you will actually learn most. We are here to help you to capitalise on your own interests and abilities and to guide you into new and challenging areas of thought.

Throughout your period of study here you will be given questionnaires so that you can tell us how you feel about the course. You will also be able to participate in the running of your course through membership of subject/course committees. We treat your views very seriously. However, you are always welcome to speak to us individually about worries and problems (we like to hear about the good things too!). Our doors are open; we look forward to meeting you.

Sam Johnson
Director of School
Arts, Media and Education

2 Introduction

The first section gives you basic information about the programme. It explains the aims and objectives of the History programme, and describes the levels of achievement that you can expect to reach at the end of Levels 2 (HE5) and 3 (HE6). These are usually the second and third years for full-time students.

A very few students, who are returning to study after a long interval, may have some Level 2/3 modules dating from before 2001. It is essential that they discuss their programmes with a member of staff.

The final section lists and describes the modules available.

The History staff wish you an enjoyable and successful year!

Don't forget to visit us on our website, where you can find copies of the module handbooks, links to electronic resources, information about your tutors' research interests, History news and much more!

<http://www.bolton.ac.uk/history>

Much important information is also present in the AME School handbook at <http://www.bolton.ac.uk/ame> . It contains information that is common to all the School's students, rather than being specific to your programme.

3 Personnel

Below is a list of academic members of staff:

The subject areas listed are those for which the members of staff may be prepared to act as a supervisor for dissertations.

Academic Staff:

Bill Luckin; Professor; (ext 3244 room 227, B.Luckin@bolton.ac.uk) Demographic, health and population history, urban history and culture, the environment.

Gerry Bryant: International Affairs and military history

David Sheen: British, European History, Social and Political

Martin Jervis: British and American History

Support Staff:

School Reception: Room T4-002 Eagle – opening hours 8.45am - 5.00pm (ext 3200 ame-enquiries@bolton.ac.uk)

Administration Contacts: Tracy Williams (Senior Administrator) 01204 903358 or tlw1@bolton.ac.uk or Natalie Ryder (Administrator) 01204 903204 ndr1@bolton.ac.uk

Learning Resources Centre - Gina Hunter: (ext 3274 G.H.Hunter@bolton.ac.uk)
Opening hours: Mon-Fri 8.45am-9.00pm, Fridays 8.45am - 5.00pm, Sat 9.30am - 12.30pm

Student Centre: Eagle Mall (ext 3733 bolton.ac.uk/student-centre) Opening hours: 8.45am-5.00pm

4 Opening hours of the Arts, Media and Education administration office, T4 Eagle

To assist you:

The office is open from 8.45 a.m. to 5.00 p.m.

The Administration Office will try to help with all of your queries about the modules provided by the School of Arts, Media and Education.

To assist us: The Office keeps records of your address, your programme of study and your progress. You must tell the Office if:

- you change your home or term address
- if you want to change modules or pathways
- if you are ill or may be absent for other reasons

If you are studying all of your Programmes within the School, the Office will be your main source of information about the course and your main contact point if you have questions. If you are studying programmes from other Schools within Bolton University (e.g. Health and Social Sciences, Games Computing and Creative Technologies Business, etc.) you will also have to liaise with their offices.

The Office staff will try to advise you on the best way of sorting out problems. Sometimes you will have to wait; sometimes you will need to see several tutors to discuss your programme and get signatures on forms. We will try to help you as quickly and as fairly as possible. Please help us to help you by reading the relevant handouts, including this handbook, and forms and by keeping us up to date with relevant personal and academic details (addresses, module changes etc).

Information on other University offices and the facilities of the University can be found in the Bolton University Student Handbook, available from the Student Centre.

Postponement and cancellation

In the unlikely event that we have to postpone a class (for example, because of a tutor's illness) we will do all we can to let you know in advance. It may be an advantage for you to give us your work phone number as well and we will try to contact you about alternative arrangements before you set out. However, please be understanding; if we only hear from a tutor early that morning that she or he is ill, it is difficult to phone everyone before 9.30 a.m.

Information on University policies and procedures can be found in the School Handbook and on www.bolton.ac.uk

5 Communication systems

Contacting You

When you enrol you will give details of your address and telephone number to the School Administration Office. It is important that we have current contact details; this is how we will inform you of cancelled classes or other necessary information.

All students are allocated a Bolton University email address. To find out details of yours and to receive information on using your email account, please see the information desk in the Learning Support and development Centre.

The notice board outside the School Office is also used to display information for students. Posters for forthcoming readings and other events are positioned on doors and in the corridors.

You will normally hear about enrolment and dates for meetings etc by mail.

Information on communications and facilities within the University can be found in the Bolton University Student Handbook, available from the Student Centre.

Emergency contact:

If a family member needs to contact you in an emergency, the School Administration Office number is 01204 903231 and we will take the message and deliver it to you in class. You may also be contacted by email as you will have an email address on the University's network. If you have your own home or work email address then please let your tutors/office have that too.

6 Personal tutoring

Students are welcome to communicate with History personnel by telephone or e-mail. Written communications can be sent by post or left for academic staff at reception. Any issues that students would like to be raised at programme meetings should be communicated to their student representative.

As a general rule, students should visit the University website in order to find up-to-date information on service providers such as Learning Support and Development and the Student Centre. The Learning Resource Centre will keep students up-to-date by e-mail with regard to renewing and returning books.

It is not always necessary to make appointments to see history tutors, who can be approached during modules or in their offices. It may be necessary for students to make formal appointments with staff in the case of very personal or private matters or where the discussion is likely to be lengthy. All students will be given the name of their personal tutor at the commencement of their studies.

7 Pastoral Support: Advice and Counselling

From your first arrival at the University you will be assigned a personal tutor in each of your subjects. Your personal tutor will arrange to see you regularly throughout your studies here and check that you are taking the right programme and that you are making the most of your study opportunities.

If you wish to speak to someone about more personal, serious or confidential matters, a **confidential** counselling service is available to Bolton University students, in the Student Centre at Eagle campus. Your personal tutor can refer you, or alternatively you can make an appointment via the School Office.

In addition to academic support, all students are entitled to pastoral support and guidance. Information about the services available and how to utilise these can be found on the University website under the headings of 'Student Centre/student advice and support'.

8 Further information

Information on support and guidance within the University can be found in the Bolton University Student Handbook, available from the Student Centre.

If you need advice about a particular module, you should, in the first instance, speak to the module tutor concerned. Guidance about your programme as a whole may be sought from any member of the pathway staff.

If you have difficulties about any aspect of your work, but especially assessment, it is your responsibility to make sure that module tutors are aware of it. They cannot help you if they do not know that help is needed.

Advice about study skills (how to get started on an essay, how to set about researching a particular topic) should, again, be sought from the module tutor in the first instance. On specific issues (how to get on to the internet, which CD ROM database to use), you should speak to either your module tutor or any member of the Library or Computing staff.

The **Student Centre** is able to provide advice and counselling on a number of issues including financial problems and general welfare issues. The Student Centre has a desk in the library and its main office is on the Eagle campus.

Information on learning support within the University can be found in the Bolton University Student Handbook, available from the Student Centre.

9 Assessment Procedures

Submissions:

All assignments will be expected to be ready for submission by a given deadline. Coursework must only be submitted through the dating and receipt system outside the Admin Office. It is not permitted to send them by post. Unless otherwise specified by the module tutor, please submit all assignments in 12-point Arial or Times New Roman. It is preferable that your work is stapled rather than submitted in plastic folders.

See the School Handbook at <http://www.bolton.ac.uk/ame> for more important advice on this topic.

Please remember always to keep a copy of your work, and get a receipt when you submit it for assessment. You should also retain marked work. Apart from being useful for your continued learning process, it might be required at a later date by the University, for review and administration purposes.

Late submissions:

See AME School handbook

Marking process:

All marking is carried out with reference to the assessment criteria set out in this handbook. Work is usually first-marked by your module tutor and second-marked by another member of staff from the Department. Work is also scrutinised by an External Examiner, who is usually a member of staff at another College or University. All first class and failing work is double-marked and a sample of work from each classification is double-marked.

All marks are formally agreed at Programme level at a meeting of the Programme Board and at Department level at the Scheme Board. Results are then posted out to students.

Feedback is given in written form and your tutor will also give oral feedback. Tutors will try to show how they have made reference to the learning outcomes for the module and marking criteria of the particular assessment. They will use the published outcomes and assessment criteria to try to help you to do better.

You will receive formal notification of results by post.

Further information and Unfair means:

See AME School handbook.

10 Attendance and withdrawal

You should attend all of the scheduled classes and make every effort to attend additional events such as research papers given by internal and external speakers. If you are not able to attend please phone in and leave a message. If you are likely to be away for some time please contact us by 'phone or letter and explain. We will do all we can to keep you up-to-date with what we are doing and do our utmost to help you to succeed.

There is a minimum attendance requirement for each module of 70%. Poor attendance may result in failure of the module. It is therefore important that, if you do experience difficulties of any sort, you contact your tutor as soon as is possible. Often, it is possible to make contingency arrangements when there is illness or personal difficulties. It is our policy to offer support and encouragement to students, but in order to be able to do this we need to be informed of the situation.

Suspending, withdrawing or transferring:

If you need to suspend your studies please discuss this with one of your tutors. Usually work already done can be 'left in the bank'. If you need to take a semester out (because of work or health problems) we can usually help you to return later at a time that is more convenient.

For further details: See AME School handbook.

REMEMBER:

Please remember – you may feel that personal difficulties that you have will present insurmountable problems for your continuing study. But experience tells us that often we can help. **So please always come and talk.**

11 Programme aims and intended learning outcomes: Programme Specification Document

<p>1. Qualification BA Hons</p>	<p>2. Programme Title History</p>	<p>3. UCAS Code V100</p>	<p>4. Programme Type Modular, Single, Joint</p>
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>1: To offer a rich, stimulating history curriculum that will provide students with a broad and deep learning experience.</p> <p>2: To provide students with the cognitive and transferable skills appropriate for employment in a wide variety of careers for which arts, social science and humanities graduates are customarily recruited, and the knowledge and skills suitable as a basis for post-graduate work in history.</p> <p>3: To ensure that students become progressively more able and confident in the use and criticism of a widening range of primary sources in a number of different kinds of history.</p> <p>4: To ensure that students become progressively more able, confident and independent in their criticism and analysis of historiographical debates.</p> <p><i>What a graduate should know and be able to do on completion of the programme</i></p>			

Knowledge and understanding in the context of the subject

A sound knowledge of the political and/or social history of at least two countries including Great Britain, over a period of more than one century.

A comprehension of the truth-value status of historical knowledge and of the limitations of the discipline in uncovering and representing the nature of the past.

An understanding of the range and uses of primary sources available for the study of a range of kinds of history.

Subject-specific practical/professional skills

The ability to produce written work at varying lengths, including a dissertation, essays, reviews and primary source critiques, some in a time constrained situation.

Referencing and bibliographies, to a professional standard.

The ability to search for and make use of a variety of kinds of learning resources.

<p><u>Cognitive skills in the context of the subject</u></p> <p>The ability to approach both primary and secondary sources critically and analytically, with a progressively developing independence of mind and judgment.</p>	<p><u>Other skills (e.g. key/transferable) developed in subject or other context</u></p> <p>Written and oral communication</p> <p>Proficiency in ICT</p> <p>Time Management Skills</p>
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7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	Other
Critical and analytical qualities	Writing and presentation	Interpersonal skills	
Subject methodological understanding	Adaptability to different formats and kinds of work	Independent investigation	
Independence of mind and judgment	Literature searching and bibliographical skills	Self-confidence	

<p>8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units (3 Years full-time; 4.5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.</p>
<p>Part II <i>Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules</i></p>

<p>H3 Honours Modules</p>	<p><u>Core Modules</u></p> <p>Britain Between the Wars, 1918-1940</p> <p>Depictions of the City since 1800</p>	<p><u>Options</u> (normally 20 credits each)</p> <p>Peace, War and Technology in the Twentieth Century</p> <p>Work Based Learning</p> <p>Entente Cordiale</p>	<p><u>Project</u> (20 credits)</p> <p>Dissertation of 7,000-10,000 words. This module includes the final elements in the pdp</p>
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			process.
H2 Honours Modules	History, Historians and the First World War. This module includes the pdp provision at this level.	Reconstructing Social Change since 1850 Peace and War in the Modern Age Democracy and Dictatorship: Germany 1918-1945 Themes in American History, 1830-1914 Methods of Historical Investigation Career Planning and Development	
Part I (Level 1) <i>Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules</i>			
H1 Honours Modules	An Introduction to Modern Britain, 1760-1820 Making History: 1848 These core modules begin the students' three year programme of pdp.	From Frederick to Bismarck: Germany History 1740-1890 1688 Glorious Revolution America – From Colonial States to Independence France from revolution to empire	

<p>9. Learning, Teaching and Assessment Strategy</p> <p><u>Learning and Teaching Methods</u></p> <p>Lectures, Seminars (including workshops), tutorials, supported independent study.</p> <p><u>Assessment Methods</u></p> <p>Essays, reviews, document critiques, unseen examinations, seminar participation and papers, projects, dissertation</p> <p><u>Assessment Classification System</u> Degrees awarded on the basis of an average of the aggregate marks across Part 2 performance in 12 modules, including the dissertation.</p> <p><u>Honours Classification Bands</u></p> <p>70% and above: First Class Honours 60-69%: Upper Second Class Honours 50-59%: Lower Second Class Honours 40-49%: Third Class Honours 0-39%: Fail</p>	<p>10. Other Information (<i>including compliance with relevant University policies</i>)</p> <p><u>Date programme first offered</u></p> <p>1974</p> <p><u>Admissions Criteria</u> <u>Standard Requirements</u></p> <p>Normally 5 GCSEs (A-C) and 2 A Levels or equivalent, including Access qualifications.</p> <p><u>Non Standard Entry</u> Relevant experience or knowledge, BTEC or GNVQ qualifications</p> <p><u>Indicators of Quality and Standards</u></p> <p>Satisfactory QAA rating, programme developed and reviewed with external advice and input, external examiner monitoring, visiting professorial participation and advice.</p>
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12 Programme structure and content

Level 1 (new students, February entrants and some part-time students)

Level 1 is usually the first year of your programme if you are full-time; the first eighteen months if you are part-time. You need to pass six modules to complete Level 1, and your marks will not count towards the classification of your degree award.

Your Level 1 programme must include:

Both the History Level 1 core modules; 'Introduction to Modern Britain' and 'Making History, 1848', if you are a History single-subject or joint student. Please note that you will have to decide which lecture to attend (usually day or evening) and which seminar, for each core module. In addition, single-subject students must take a further four modules. These can be made up either of four History options or a mixture of History options and no more than two electives from other pathways. If you have a second pathway, read its handbook carefully to make sure that you know which modules (probably core modules) to choose.

Level 2

You need to pass six Level 2 modules. This part of your programme will normally occupy your second year (if you are full-time) or your second eighteen months (if you are part-time). Please note that the end of Level 2 is not a 'barrier to progression', ie you will not be prevented from continuing with the course *solely* because you have not yet completed six modules. You must complete them, however, in order to graduate.

Your Level 2 programme must include:

History, Historians and the First World War

Level 3

Level 3 is usually the third year of full-time study; the last eighteen months for part-time students. To complete it you need six modules, one of which must be your dissertation (unless you have a joint or major pathway which does not require one).

Your Level 3 programme must include

For single subject, a dissertation and one special subject module. Joint students also take one special subject, and may do their dissertation for either pathway. Joint students who do not do History dissertations take two options.

You may take an extra special subject instead of one of your options. If you wish to take the 'Work Based Learning' module, please consult a member of the pathway staff.

13 Types of modules and their functions

Core Modules

These occur at Levels 1 and 2, and at these stages with the foundation module form the majority (for some of you the whole) of the History curriculum. They cover a wide variety of subjects, kinds of history and lengths of period. They have a number of functions, ensuring that your programme includes:

- Experience of the varieties of history, both in terms of different culture areas and sub-disciplinary and methodological approaches.
- A common grounding in skills, techniques, methodologies and assessment strategies.
- Guided exposure to primary sources.
- A wide-ranging foundation as a preparation for optional parts of the programme and increasingly independent work, particularly at Level Three.
- In short, the core modules ensure that your programme of study which will lead to a History degree that conforms to nationally and internationally recognised standards.

Option Modules

These occur at all levels of the programme for single subject students, and complement the core modules in various ways, such as extending the geographical area or chronological span than can be addressed. Option modules help you to:

- Gain increased understanding of the centrality of analysis and interpretation of primary source materials relating to specific historical problems.
- Benefit from guidance in fully appreciating the importance of historical debates within clearly defined and, in some cases, narrowly focused areas.
- Make connections between the kind of general overview provided in the core courses and more detailed empirical micro-studies.
- Practice, refine and extend the skills learnt on the core modules, and experience a wide range of types of assignment.
- Experience an element of choice and specialisation that will encourage the development of independence of mind and responsibility for learning.
- Benefit from contact with specialists at a relatively early stage of your programme.

Option modules thus address themes and topics that develop and exploit those of the core modules (though they will not be taught in such a way as to make the cores prerequisites). Many deal with both political and social/economic themes, pointing to the interdisciplinary nature of historical study, a point heavily emphasised in the material contained within the core courses. They also emphasise the extent to which different aspects of what appear to be unitary historical processes and/or events may be interpreted from several different and complementary perspectives. This lies at the heart of the History programme and is reinforced by the heavy emphasis placed on primary source material and the manner in which it is differentially interpreted by historians with varying academic and ideological backgrounds.

The career planning and work-based learning modules are options. If your programme does not have space for options and you want to take one of them, please see the pathway leader.

Special Subject Modules

These modules, which occur only at Level 3, are based on the research interests of members of staff. As in other parts of the History programme, there will be a key emphasis

on understanding the relationship between different sub-disciplines, evaluating primary evidence from a wide range of sources, and gaining a deeper understanding of the ways in which interpretation of source materials and theoretical and ideological concerns generate different attitudes towards the past. In addition, tutorial time will be available to encourage you to develop and articulate your own views of your learning needs and what you perceive to be your strengths and weaknesses as you move towards the end of your undergraduate career.

The Dissertation

Your dissertation provides an opportunity for you to demonstrate a range of acquired skills; the ability to work independently, formulate a proposal and carry it through to fruition, and deploy research and time-management skills. In terms of progression, this honours element of the degree allows you to use what you have learnt about the relationship between a particular style of history and the object of research; the formulation of a meaningful historical hypothesis, the identification of relevant bodies of primary and secondary source materials; and the historiographical state of play in the area within which your topic is located. Each of these concerns will have been specifically addressed in core courses and options at Level 2 and in an introductory manner at Level 1. If you are a single-subject or major student, you must write a History dissertation. If you are a joint student, you may write a dissertation for either of your pathway. If you are a minor, it will be for your other pathway. *Your dissertation topic must be agreed between yourself and a supervisor, and approved by the leadership of the pathway. You will be given further guidance on the nature of dissertations, and how to choose a topic and supervisor.*

Open Study Modules

An open study module has no fixed syllabus or curriculum. It offers you the opportunity to negotiate a topic and programme of study with a tutor. The result of this negotiation will be a *learning contract*, which will specify:

- What you intend to do
- The timescale over which you will do it
- The expected outcomes
- The means by which those outcomes will be assessed.

You cannot study anything at all; the topic has to be appropriate to your academic programme, and the proposal must be accepted by the pathway leader. The maximum number of open study modules normally allowed is one at Level 1, and two at Levels 2 and 3 (ie a maximum of three for your whole degree programme). You should consider an open study module if:

- There is a subject that you particularly want to study, but it is not included in the curriculum
- You have to repeat a module, but it is not offered
- Your commitments make it impossible for you to complete your degree by attending at the usual times.

14 Marking Criteria

The criteria to be applied are those presented in the AME School Handbook on <http://www.bolton.ac.uk/ame> but the information below will help to indicate how this applies more specifically to History.

Fail	0 – 29	Wholly unsatisfactory, little or no evidence of preparation, analytic or evaluative skills, understanding of material or ability to structure or present material.
Fail	20-39	Bare fail; generally unsatisfactory but with redeeming features, e.g. use of appropriate material but inadequately planned and presented and with no or poor understanding of the issue under discussion.
	40-49	Bare pass; presents relevant material, shows some understanding, but lacks critical and evaluative skills; material not well organised, argument obscure, weak or badly one-sided.
	50-59	A competent piece which shows understanding of material and presents it satisfactorily. There is a coherent argument throughout and an adequate conclusion. Evaluative/critical skills present but not highly developed.
	60-69	Shows a firm grasp of material and contextualises it, has good research and presentation skills, argues well and effectively, is able to criticise and evaluate material convincingly and appropriately.
	70-84	Very good understanding of material and contextualises it well, shows facility in the handling of ideas/theories/concepts; communicates clearly and effectively, shows insight and perceptiveness, a well-developed critical faculty and good judgement.
	85-100	Has totally mastered relevant material; research and presentation skills of a very high order, perspicacious, discriminating, authoritative and original. Professional standard.

You may find the following, which duplicates the information in `Your Programme` above but explains it by mode of study, helpful when choosing your modules. *Please note that it is permissible to take more than the required number of special subject modules.*

History Single Subject students

- Level 1: Two History cores, four modules made up of either option modules or a mixture of option modules and no more than two elective modules from another pathway.
- Level 2: One History core and five options. (Options may include an elective from another pathway, including career development etc.)
- Level 3: Four options, one Special Subject and the dissertation module.

History Joint Students

- Level 1: Two History cores; one History option and three modules from their Joint pathway.
- Level 2: *History, Historians and the First World War* and two History options, and three modules from their Joint pathway.
- Level 3: Students choosing to do their dissertation in History will take one Special Subject, a dissertation module, an option and three modules in their Joint pathway. Those electing to do a dissertation module in their Joint pathway will study one Special Subject and two options module in History.

15 History timetable**2008/9 - SEMESTER 1****MONDAY**

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	Introduction to Modern Britain	David Sheen	A	HIS1218
1.30 – 4.30	American Civil Rights Movements (awaiting validation)	Martin Jervis	A	HIS3018
6.00 – 9.00	American and South East Asia (awaiting validation)	Martin Jervis	A	HIS 3029

TUESDAY

Time	Subject	Tutor	Occ	Code
1.30 – 4.30	America: From Colonies to Independence (awaiting validation)	Martin Jervis	A	HIS1221
1.30 – 4.30	Reconstructing Social Change	David Sheen	A	HIS2501

WEDNESDAY

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	Peace and War in the Modern World	Gerry Bryant	A	HIS2500
10.00 – 1.00	The Glorious Revolution	David Sheen	A	HIS1219
1.30 – 4.30	Dissertation	Bill Luckin	A	HIS3100

THURSDAY

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	History, Historians and the 1 st World War	Martin Jervis	A	HIS2515
1.30 – 4.30	Britain between the Wars	Bill Luckin	A	HIS3008

SEMESTER 2**MONDAY**

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	Making History: 1948	David Sheen	J	HIS1219
1.30 - 4.30	Depictions of the City	Bill Luckin	J	HIS3014

TUESDAY

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	Democracy and Dictatorship – Germany 1918 – 1945	David Sheen	J	HIS2511
1.30 – 4.30	America and South East Asia 1950 – 1975	Martin Jervis	J	HIS3029

WEDNESDAY

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	The Entente Cordiale	Gerry Bryant	J	HIS3024
10.00 – 1.00	Frederick to Bismark Germany 1740 – 1890	David Sheen	J	HIS1217
1.30 – 4.30	Methods of Historical Investigation (awaiting validation)	Bill Luckin	J	
6.00 – 9.00	Depictions of the City	Bill Luckin	J	HIS3014

THURSDAY

Time	Subject	Tutor	Occ	Code
10.00 – 1.00	France: From Resolution to Empire (awaiting validation)	Martin Jervis	J	HIS1226
1.30 – 4.30	Themes in American History 1840 - 1917	David Sheen	J	HIS2503

16 Teaching and Learning

Teaching and learning is lecture, seminar and tutorial-based. The aim of the programme is to produce critical thinkers who are well versed in the discipline of History, and who will be equipped for a variety of graduate careers. As detailed in the Programme Specification document, the learning and teaching strategy will enable students to become progressively more independent learners as they continue with the degree, and a student-centred approach to learning will be followed. This will be achieved through discussion, participation in tutor-led seminars, student presentations featuring both group and individual work and through attendance at lectures, seminars and tutorials. Reflective practice is encouraged through student PDP (personal development planning) at all Levels of study. Open Study modules encourage an even greater degree of independent study. Work-related learning in particular the Student Associate Scheme encourages independent study and reflection, and usefully allows the student to situate and further their skills in a professional environment. Learning methods are fully interactive wherever possible, and thus rely on student participation.

Various methods of assessment are used in History at Level 1 this will be confined to group presentations, essays and an examination. At Level 2 assessment is through essays, individual presentations, including PowerPoint book/article reviews, document critiques and examinations. Assessment at Level 3 will be substantially the same as at Level 2, although students will be expected to produce longer essays. Open Study modules also exist as options for dedicated study in a particular field; assessment for open study is normally a combination of essays, document critiques and reviews, although occasionally may include an examination. Work-related modules feature a placement, which is partly assessed in the form of critical report, and an interview exercise.

All modules comprise taught hours and independent study (details of the ratio in individual modules can be found in module specifications, but generally the ratio is around 42 taught hours to 158 hours of independent study; another way of expressing this is to say that each three-hour class has another 11 hours of independent study associated with it. It is vital that you take responsibility for your own independent study. These hours will be spend reading, preparing and executing assignments, reading essential texts, engaging in research or preparing for class activities.

17 Assessment

Overall Assessment strategy

Assessment tasks have a dual purpose. Firstly, they initiate activities through which course members learn and secondly, they provide structure

opportunities for students to show evidence that they have undertaken this learning. Assessment is thus a 'learning tool'. By assessment, module tutors can evaluate students learning and accomplishment against the measures and criteria set out in learning outcomes both in specific modules and for the programme as a whole (see Programme Specification document). Assessment gradings are judgments on the quality of your work. All assessments are based on objective criteria, not personal taste or preference. To help you identify what is required of you, please read carefully through the Marking Criteria set out in this Handbook.

Assessments are progressive; they are designed to match the increasing complexity of knowledge and learning across the levels of the degree, from a very general base of skills/knowledge at Level 1 through Level 2, where a student must generate ideas through the analysis of information and concepts at a more abstract level, which requires a student to go beyond mere familiarity with a given theory and show ability to apply it though, or in conjunction with, formal textual analysis. At Level 3, a student is expected to critically review, consolidate and extend a systematic and coherent body of knowledge. The Dissertation employs supervised learning around a topic initiated by the student to these ends.

Module specifications identify individual and customised learning outcomes and the assessment criteria by which a tutor can evaluate whether those outcomes have been met. These outcomes and criteria do not indicate the ultimate level of accomplishment a student can achieve; rather, they set a standard that recognises the 'threshold' level a student must achieve to pass the module. The threshold level will be to demonstrate some competency in knowledge of texts, form and genres; and ability to analyse primary sources; and ability to handle abstract concepts/theories; and an ability to consider the validity of views other than the student's own. Individual module specifications are designed with reference to external benchmarks and quality indicators common to HE institutions in Great Britain.

Variety of forms of assessment

Assessment methods will include the following:-

- short and long essays
- group and individual presentations including PowerPoint presentations
- book/article reviews
- document critiques and analyses
- examinations
- group peer evaluation
- tasks aimed at the specific assessment of skills, eg research exercises (in dissertations, for example)
- Work-based learning reports – as part of the Student Associate Scheme

- Reflective commentaries – personal development planning

Each of these different forms has a specific purpose in monitoring your progress and allowing marking tutors to match your contributions to stated learning outcomes. Your progress in developing the ability to analyse texts and to construct intellectual arguments will be tested via progressively longer and more complete written exercises, from short assignments at the outset of the course to a 7,000-10,000 word dissertation in Level 3, via essays of varying length and purposes. Your skills in communication will be tested via written work but also in individual and group presentations, where you will be given tutoring on how to collaborate and how to best project your ideas. Specific smaller-scale exercises, for example compiling a bibliography, will be used to monitor your progress in acquiring and understanding scholarly conventions. For work placements, you will have to demonstrate that you have understood how your experience has put your learning into practice and context. General marking criteria applying to all assessment items can be found below.

Assessment Schedule

Full-time students will study three modules per semester (one semester is fourteen weeks in length, and notional hours of learning per module are indicated in module specifications). All of these modules will most likely be in History if a single honours student; if a joint student, some modules will be in the other pathway. Part-time students will take two modules per semester. Each of these modules will have different assessment requirements and timetables. Submission dates for all modules will be included in the module handbooks handed out at the beginning of each semester. Joint students must take note of how submission dates for one pathway relate to the other.

Submission deadlines have to be treated seriously by students as the marking burden of tutors is considerable and turnaround times are short; the more promptly you submit your work the easier it is for tutors to stick to organised timetables for the giving of feedback, which is crucial. You will be given advice and tutoring on how to manage your workload. If you feel you are losing control of your workload, do not panic; the first action to take is to consult the module tutor.

18 Programme Management

History within the School

The History Programme is part of the provision of the Cultural and Creative subject group within the School of Arts, Media and Education. The Head of School is responsible for staffing and resources and other organisational matters within the constraints and guidance of the University.

The Programme Leader

The Programme Leader is responsible to the Head of School for day-to-day running of the programme and other matters outlined in the University's guidelines and notes on the responsibilities and duties of Programme Leaders. The Programme Leader will convene team meetings to take day-to-day decisions on running the programme, assessment procedures and planning. The team meetings, chaired by the Programme Leader, will take responsibility for managing the timetable, making proposals on staffing of modules and will comment on policy issues raised by the School and University, and advise the Head of School on planning and quality matters. The History Programme Leader is responsible for the timetable and day-to-day running of modules on the History Programme.

Student Representation

The Programme Committee meets periodically and includes student representatives chosen by the students themselves.

Information about being a student rep is available on the Student's Union web site at:

<http://www.ubsu.org.uk/>

It is the University's policy that all programmes are evaluated appropriately. Student feedback is an essential part of this process. Students will be asked to comment upon the quality of the course experience, via the Student Satisfaction Questionnaire system at the end of the academic year and Module Evaluations during and at the end of the relevant semester. This is important so that staff know that provision is satisfactory and can identify areas that might need improvement or change. These questionnaires are anonymous, so students can be as critical as they deem necessary.

The Programme Committee will meet termly, and include all academic staff, plus student representatives. The inclusion of student reps will allow students to contribute to the identity and to feel 'ownership' of the degree, and will give them a space to bring to staff's attention any pertinent issues. Methods of electing student representatives tend to be organised through the Student Union (who provide full training for reps), but occasionally elections may be held in time set aside in class.

19 Teaching rooms and learning resources

For 2008-9, teaching rooms will be located on Eagle and Deane campus.

The University's Library is based at Eagle. If you have any particular concerns with the History book-stock or if there are particular books which you think should be ordered, please speak to one of your History tutors.

In addition to books and journals, the library also provides computing and graphics services. (see the *School Handbook*).

The Library provides access to a number of online databases which allow students to search vast amounts of information quickly and efficiently. The majority of these databases can be accessed remotely and a growing number now provide full-text access to articles from journals and newspapers. A free, subject specific, workbook which shows students how to search the most important of these databases

There is always a great demand on books – usually everyone wants the same books at the same time. The library maintains multiple copies of certain key texts. However, it is important that you learn to borrow and return books swiftly so that all students have access to materials. Certain books will be placed in the Textbook collection, so that a copy is always available in the library or on Desk Reference (2 hour loan period) in order to ensure that they remain widely accessible. Some very popular texts are now available in electronic book format and can also be accessed remotely.

Because of limited space in the new Library, it has been necessary to move a substantial proportion of the books to a nearby store. You can, however reserve any book from store and it will be brought into the Library for collection within 24 hours.