

## Programme Specification for BA (Hons) History

<b>This document applies to Academic Year 2019/20 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Honours
5.	<b>Programme title</b>	History
6.	<b>Pathways available</b>	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: <a href="https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx">https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx</a>
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	Full time and part time, some modules will be offered in the evening
9.	<b>UCAS Code</b>	History (V100)
10.	<b>Subject Benchmark statement and/or professional body statement</b>	History (2014) <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-2014.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-2014.pdf</a>
11.	<b>Date of Programme Specification preparation/revision</b>	<p>January 2013</p> <p>March 2014 - Change of title HIST2105 and HIST3109</p> <p>April 2014 - JOIN coded modules added to Level 6 JH options.</p> <p>August 2014 and October 2014 – regulations amended.</p> <p>March 2015 – Change of title HIST2115. Change of status from Mandatory to Optional to HIST3103.</p> <p>Conversion of 15 credit modules to 30 credit modules: HIST3105, HIST 3106 and HIST3113. Module codes corrected for HIST3001 and HIST3002 (from HIST3101/HIST3102).</p> <p>January 2016 – HIST3110 removed and replaced by HIST3120. MECS3012 removed.</p> <p>June 2016 – HIST1106 change of title and excluded combinations updated. Section 9 updated. HIST2108 change of title and excluded combinations updated.</p> <p>August 2016 – Updates to excluded combinations across all three levels (pre-C13 versions of modules removed).</p> <p>January 2017 – Optional modules removed: HIST1107, HIST2105, HIST2106, HIST2107, HIST2112, HIST2113, HIST2116, HIST3107, HIST3112, HIST3116, and excluded combinations removed accordingly for HIST2110, HIST2111, and HIST2117.</p> <p>August 2017 - AQU amendments.</p> <p>January 2018 – Change to module titles for: HIST1101, HIST1102, HIST1103, HIST1106, HIST2101, HIST2103, HIST2108, HIST2110, HIST2117, HIST3105, HIST3115.</p>

		<p>August 2018 – AQU amendments.</p> <p>December 2018/February 2019 – Revisions to award map and AQU amendments.</p> <p>August 2019 – AQU amendments to Section 19.</p> <p>November 2019 – Change of module title to HIST3001/2.</p>
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## 12. Educational aims of the programme

The course aims are to:

- support students to engage in personal development planning throughout the programme;
- foster an understanding of those skills associated with the search for historical evidence, the establishment of relevance, the organisation of information and the confidence to challenge hypotheses, the formulation of historical argument, the analysis of historical controversy and the data on which it is based;
- enable students to undertake independent research in a range of areas;
- induce an appreciation of the concepts of anachronism and historical imagination and an awareness of the social function of the historian;
- encourage and provide opportunities for co-operative work;
- promote an awareness of the essentially contested nature of historical knowledge;
- encourage the development of a range of subject-specific and transferable skills and qualities (e.g. in research, analysis and communication) which support students in academic study, graduate employment and/or postgraduate study;
- encourage student reflection on their own learning and enable them to aspire to be autonomous learners.

## 13. Intended learning outcomes and learning, teaching and assessment methods

### Knowledge and understanding:

On successful completion of the course, students will be able to:

- acquire expertise in the historian's methods and techniques, an awareness of the varieties of history and those influences which shape historical understanding;
- apply knowledge, understanding and technique to engage in independent study;
- demonstrate knowledge of a wide range of historical periods and events, ranging from early modern to contemporary, and across British, European and world contexts;
- reflect critically on the nature of history, its social function, theoretical approaches and the contested nature of the discipline;
- critically interpret a range of historical sources (documents, film, artefacts) and demonstrate an awareness of the context in which they arose;
- synthesise material, evaluate and challenge accepted opinion

### Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

- communicate findings in a lucid and economic form, verbally and in writing, through a range of written assignments, seen and unseen tests, assessed seminar presentations, oral contributions in seminar, and independent study;
- exchange views with others in a constructive and open-minded context;
- respond positively to feedback and defend personal opinions;
- formulate appropriate questions and collaborate formatively with fellow students.

### Practical skills relevant to employment:

On successful completion of the course, students will be able to:

- practise time management skills through preparing work to meet predetermined deadlines;
- develop and acquire research skills through searching and critically evaluating relevant historical evidence;
- work co-operatively with students from diverse backgrounds; develop an independent, organised approach to learning.

### **Transferable/key skills:**

On successful completion of the course, students will be able to:

- acquire a range of transferable skills, graduate attributes and personal qualities, an increased awareness of a personal approach to study, and the ability to apply successful approaches autonomously;
- enhance self-awareness, confidence, responsibility and independence;
- tolerate and value the views and opinions of others.

### **Learning, Teaching and Assessment Methods**

Modules are delivered through a combination of lectures, seminars, workshops, tutorials and directed learning. Lectures introduce students to the relevant historiography and identify appropriate learning materials. Seminars encourage students to discuss their views on topics introduced in lectures, supplemented by the additional research they have undertaken. Staff are available throughout the semester for individual tutorials.

Assessment takes a variety of forms - essays, document analyses, oral presentations, book, article and film reviews, portfolios, examinations, research proposals, projects and independent study/dissertation. Assessments are carefully devised to provide students with the opportunity to practise and improve a range of skills in written and oral communication, research and analysis, and presentation.

#### **14. Assessment Strategy**

A variety of assessment strategies is consciously utilised in order to provide the opportunity for students to acquire as wide a range of transferable skills as possible. Assessments include essays, document analysis, oral presentations, in-class tests, literature reviews, portfolios of work, reports, examinations and research projects.

Progression on the part of students is encouraged by differentiated levels of tutor support between levels 4, 5 and 6. At Level 4, students are given considerable structured tutor support, at Level 5 students are encouraged to become more independent learners in preparation for the Dissertation and more research focussed teaching at Level 6. Word limits on assessment increases at each level of study. Mandatory modules at all levels include an explicit element of formative assessment and opportunities for a range of formative feedback are incorporated in all modules.

Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions. Teaching, group tasks and workshops are also designed to provide formative opportunities to develop the skills, competencies and understanding that will be demonstrated in the summative assessment tasks.

Staff feedback is given electronically with additional feedback, oral or annotated on the submitted work. On the return of work, students are encouraged to discuss feedback with tutors.

#### **15. Programme structures and requirements**

The course is available in full and part-time modes. Students may combine their Courses in different 'Pathways': Joint Pathway in which students take two Courses equally weighted; Major/Minor Pathway where students take the majority of modules from one subject; and Single Honours Pathway, in which, from year 1 students can specialise entirely in History.

**Award map**

Please note the award map is a complete list of modules approved for History and each year we make available the majority of modules from this list. The choice of modules offered in any one year will be determined by student numbers, current staff availability and the coherence of the programme for students in each cohort and so is subject to change.

## Award map

<b>Course Title: History</b>	
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
HIST1109	Britain from the Age of Faith to the Rise of Class	30	M	M	None	None
HIST1110	Studying and Reconstructing the Past	30	M	M	None	None
HIST1102	The Making of the Modern World	30	O	N/A	None	None
HIST1104	Ideology and Conflict in Europe, 1789-2000.	30	M	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules, which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include HIST1109 and HIST1110.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
HIST2101	Historical Research	30	M	M	O	O	None	None
HIST2103	The American Century, 1917-2001	30	O	O	O	O	None	None
HIST2108	Conflict, Stability and Change: Twentieth-Century Britain	30	O	O	O	O	None	None
HIST2110	Suffrage, Sexuality and Struggle: Women's History 1900-2000	15	O	O	O	O	None	None
HIST2111	The German Empire, 1862-1918	15	O	O	O	O	None	None
HIST2114	History Work Experience Module	15	O	O	O	N/A	None	None
HIST2117	Japan's World, 1854-1951	15	O	O	O	O	None	None
HIST2118	Politics, Religion and Society in Ireland, 1690-1848	15	O	O	O	O	None	None
ARCH2102	Displaying the Past: Museums, Artefacts and Collections	30	O	O	O	N/A	None	None
ARCH2110	Visions of England: History, Heritage and Identity	15	O	O	O	N/A	None	None
ARCH2112	Heritage Tourism and Place Promotion	15	O	O	O	N/A	None	Excluded combinations ARCH3112
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	None	None

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include HIST2101 (30 credits) and at least ONE from HIST2103 and HIST2108 (all 30 credits). Optional modules can include up to 15/30 credits drawn from a range of Language Centre modules in:

Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### **Joint, Major and Minor Honours Requirements at Level 5**

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

### **Major Pathway Requirements at Level 5**

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include HIST2101 (30 credits) and at least ONE from HIST2103 and HIST2108 (all 30 credits).

### **Joint Pathway Requirements at Level 5**

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include at least ONE from HIST2103 and HIST2108 (all 30 credits).

Joint Pathway students may only take one Archaeology (ARCH) coded module.

### **Minor Pathway Requirements at Level 5**

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
HIST3001/2	Dissertation	30	M	M	O	N/A	None	None
HIST3104	The Atlantic Slave Trade	15	O	O	O	O	None	None
HIST3105	The Good War: The USA and World War Two	30	O	O	O	O	None	None
HIST3106	Home Fronts: Myths, Narratives, Images and Experiences	30	O	O	O	O	None	None
HIST3109	Nazi Germany	15	O	O	O	O	None	None
HIST3111	Jack the Ripper: History, Literature and Myth	15	O	O	O	O	None	None
HIST3113	Witchcraft and the Devil	30	O	O	O	O	None	None
HIST3115	Research Experience Module	15	O	O	O	N/A	None	None
HIST3120	British Imperialism c. 1784-1972	30	O	O	O	O	None	None
ARCH3112	Heritage Tourism and Place Promotion	15	O	O	O	N/A	None	Excluded combinations ARCH2112

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include **either** HIST3001 (30 credits) **or** HIST3002 (30 credits).

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include **either** HIST3001 (30 credits) **or** HIST3002 (30 credits).

### Joint Pathway Requirements at Level 6



Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students taking their Dissertation (equivalent) in this subject must take **either** HIST3001 (30 credits) **or** HIST3002 (30 credits).

Joint pathway students who choose to place their Dissertation (equivalent) in their other joint subject must take 45, 60 or 75 credits from the table above (excluding HIST3001 and HIST3002).

Joint pathway students must take one Dissertation (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where a Dissertation covers both joint subjects.

### **Minor Pathway Requirements at Level 6**

Minor pathway students must take either 30 or 45 credits from the table above.

### **Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

<b>Subject 1</b>	<b>Subject 2</b>	<b>Award</b>
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

## 16. QAA and Professional Academic Standards and Quality

The curriculum and the learning, teaching and assessment strategies of the History undergraduate programme have been designed to align with the History Subject Benchmark Statement and the QAA Quality Code. The award is located at level 6 of the Framework for Higher Education Qualifications.

The curriculum conforms to the QAA Criteria for content and approach in designing a programme of undergraduate study for History (2014, pp. 11-12). *Time depth* is secured by covering periods from the sixteenth to the twentieth century. Geographical range is offered by the inclusion of modules on, for example, the history of Britain, Europe, Japan and the USA. The design of assessments ensures that students both engage in the *study of contemporary sources* and develop *critical awareness*. The curriculum is designed to ensure that students encounter a *diversity of specialisms* in social, political, gender, and cultural history. All single honours students in History produce *an extended piece of written work* in the form of an 8-10,000 word Dissertation in their final year.

## 17. Support for students

The History Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are, for example, invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

In addition, the Institute of Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 and 14:00 and provide online support through email and Facebook all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. At Levels 4 and 5 academic tutorials are embedded within the mandatory modules HIST1101 and HIST2101.

The student-run History Society also organises events which support first year students, in particular, in the transition to university.

Staff teaching students on modules support students through one-to-one and small group tutorials and provide students with clear indications of when they will be available to see them either on their office door, via email or in module outlines.

Students are further supported through a range of online support, most commonly via email. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. Generic information and support materials are made available via a course Blackboard site.

Furthermore, the course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The [Disability and Dyslexia Service](#) within Student Services offers specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity is devoted to the educational interests and welfare of all students studying at the University and represents student views within the University.

## 18. Admissions

### Admissions policy

The admissions policy for History seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

### Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (*V100*)

Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

## 19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

### **Graduate destinations**

History graduates from Worcester have progressed in recent years to a diverse range of careers, including accountancy, law, media, local government, police, retailing, administration, marketing, teaching and management. A growing number of graduates have embarked on postgraduate research in History both at the University of Worcester and at other universities. Several graduates have obtained employment as lecturers in higher education.

### **Student employability**

The History programme has been designed in order to support students in the acquisition of a wide range of transferable skills (e.g. research and analytical, verbal and written communication, independent thinking, teamwork) which will serve them well in the world of employment. Careers advice is provided throughout students' period of study via IHCA's Careersfest, academic tutorials and careers sessions in Worcester Weeks. Students have the opportunity to acquire experience of the workplace through the Level 5 Work Experience module and through voluntary work with a range of local historical organisations including for example: The Worcestershire County Museum Service, Tudor House Museum, The George Marshall Medical Museum, Worcestershire Archives and Archaeological Service and The Worcestershire Regimental Museum.

### **Links with employers**

Students are encouraged to take up course related volunteering opportunities which are regularly advertised. The History work project module offers students the opportunity to gain work experience with a range of local employers including the George Marshall Medical Museum, Mercian Regimental Museum, the Commandery, Hartlebury Castle, Worcestershire Yeomanry Museum and the Archive and Archaeology Service at the Hive.

**Please note:** This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.