

## PROGRAMME SPECIFICATION

<b>1</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2</b>	<b>Teaching institution</b>	University of Worcester
<b>3</b>	<b>Programme accredited by</b>	Not Applicable
<b>4</b>	<b>Final award</b>	BA Hons
<b>5</b>	<b>Programme title</b>	History
<b>6</b>	<b>Pathways available</b>	Single, Major, Joint Minor Hons
<b>7</b>	<b>Mode and/or site of delivery</b>	University of Worcester
<b>8</b>	<b>Mode of attendance</b>	Full and Part -Time
<b>9</b>	<b>UCAS Code</b>	History (V100) History and Archaeology & Heritage Studies (NV91) History and Art & Design (WV91) History and Business Management (NV21) History and Computing (GV41) History and Drama & Performance (WV41) History and Education Studies (XV31) History English and Literary Studies (QV31) History and Film Studies (PV31) History and Geography (LV71) History and Human Geography (VL17) History and Physical Education (VCC6) History and Physical Geography (VF18) History and Politics: People and Power (VL12) History and Media & Cultural Studies (VP13) History and Sociology (VL13) History and Sports Studies (VC16)
<b>10</b>	<b>Subject Benchmark statement</b>	History
<b>11</b>	<b>Date of Programme Specification preparation/revision</b>	March 2007. Updated November 2010. Updated March 2011 (new modules included). July 2011 updated to latest template. <b>March 2012 new modules added HIST2020, HIST3021 &amp; HIST3022. Modules deleted HIST2017 &amp; HIST3007. Level 6 Joint Pathway requirements amended.</b>

### 12 Educational aims of the programme

The course aims are to:

- foster an understanding of different cultures and traditions and to promote tolerance and sensitivity;
- Support students to engage 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;

- broaden historical horizons through the opportunity to study a wide range of modules;
- 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;
- sharpen appreciation of the forces of change at work in the contemporary world by illuminating the bases from which they derive;
- provide a framework which allows flexibility and specialisation in historical study;
- encourage a critical approach to all source material whether primary documents or current received (historical) opinion;
- promote an awareness of the essentially contested nature of historical knowledge;
- encourage the development, through the study of history to a range of subject-specific and transferable skills and qualities 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**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

#### **Intellectual skills**

Students will be able to:

- develop 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;
- develop intellectual skills including the ability to synthesise material, evaluate and challenge accepted opinion

#### **Personal Skills**

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 through engagement in personal development planning;
- practise time management skills through preparing work to meet predetermined deadlines;
- develop and acquire research skills through searching and critically evaluating relevant historical evidence;
- enhance self-awareness, confidence, responsibility and independence;
- tolerate and value the views and opinions of others.

#### **Communicative Skills**

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.

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

Modules are delivered through a combination of lectures, seminars, 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, study diary, research proposals, and independent study/dissertation. Assessments are carefully devised to provide students with the opportunity to practise and improve skills in written and oral presentation, research and analysis and presentation.

### **Personal Development Planning**

A subject-specific Student Qualities Profile supports students' engagement in personal development planning as they progress through their studies. It is designed to help students to reflect on the links between their prior learning and their study at Worcester, between curricula and extra-curricula activity, between personal and subject-based learning, and between their study and the further management and development of their careers. It helps students plan, record and reflect on their acquisition of a wide range of skills and personal qualities through their undergraduate study.

The purpose and nature of the Student Qualities Profile is introduced at Subject induction and exercises based in it are embedded in subject provision, particularly in the mandatory modules HIST1001, HIST2001 and HIST3003.

## **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.

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 some structured tutor support continues whereas at Level 6 structured support is minimal, the expectation being that students should work essentially independently.

Each module carries an assessment requirement based on the Scheme limit of a total of 4000 words maximum. Assessments are carefully devised to provide students with the opportunity to practise and improve skills. Advice about assignments is presented in the module guide at the commencement of each module and full direction is given within the context of teaching sessions.

Item Report forms must be attached to all written assignments. Staff feedback is given on the item report form on the return of work and students are encouraged to discuss feedback with tutors. Work is normally returned to students within 4 working weeks of the assessment deadline.

A sample of all assignments for all modules is internally moderated. All failed and first class work and all independent studies are moderated by an internal marker. A sample of all assignments for level 5 and 6

modules and a sample of independent studies (including all failed and first class work) are moderated by an external examiner.

The detailed assessment policy of the subject is available to students in the subject handbook.

## **15 Programme structures and requirements**

The course is available in full and part-time modes. Students may combine their subjects in different "Pathways": Joint Pathway in which students take two subjects equally weighted; Major/Minor Pathway (66%/34%); and Single Honours Pathway, in which students can choose to specialise entirely in a Single subject. There are opportunities to choose some "free-choice" modules, which can be drawn from other subject areas.

Refer to Appendix 1: Award Map

## **16 QAA Academic Infrastructure**

The curriculum and the learning, teaching and assessment strategies of the History undergraduate programme have been designed to conform with the History Subject Benchmark Statement and the QAA Code of Practice, and the framework for Higher Education Qualifications.

## **17 Support for students**

- History students benefit from an appropriate range of teaching and learning methods e.g. lectures, seminars, tutorials, group work, fieldwork, Internet resources, and guest speakers
- One-week induction programme for all students (summer school available for mature, direct entry students and late entry clearing).
- Referral or direct access is available to health, finance, learning support, careers and disabilities guidance from the Student Information and Guidance Service.
- Subject Handbook
- All students have an academic/personal tutor who supports personal development planning through completion of the Student Qualities Profile and offers personal and academic support.
- Library induction programme and information skills packages.
- Opportunities to take an IT module as part of the programme. The IT Service also provides training.
- Study skills support is provided within the subject area and additionally by Equal Opportunities.
- Opportunities to study abroad (optional).
- A wide range of resources and services is provided by Information and Learning Services (Library, IT, Media and Print).
- The University's Careers Service provides training opportunities for career planning.
- Academic support and guidance is readily available through one-to-one tutorials.
- Students benefit from being taught by active researchers.
- Opportunities available for work-related study (optional).
- Targeted support for mature and direct entry students through summer school and 'Moving On' package.

## **18 Admissions Policy**

### Admissions Policy for the course

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 University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### Accreditation 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 accreditation 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 Methods for evaluating and improving the quality and standards of teaching and learning**

Methods for evaluating and improving the quality and standards of teaching and learning

- Annual review of the quality of the subject area.
- External Examiner reports.
- Student evaluation is gathered and recorded for all modules.
- Staff-student consultative committee considers and responds to student feedback.
- Staff development opportunities provided by the Learning and Teaching Centre promote good practice in learning and teaching within the subject area.
- Staff engage in regular peer observation and discussion of their teaching.
- Staff perform a range of roles across the university sector as external examiners, peer reviewers and consultants.
- Staff have attracted external funding for activities relating to improving the quality of learning and teaching.
- A teacher accreditation course (SEDA) for new staff, and PGCert in Learning and Teaching in Higher Education.

## **20 Regulation of assessment (UMS)**

### **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.
- Some modules have attendance requirements.
- 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 5 days 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 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded 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).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

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 45 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. Institute-level Assessment Boards review and confirm results for modules, and the Board of Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

## 21 Indicators of quality and standards

External esteem is evidenced by the range of activities in which History staff participate across the university sector, nationally and internationally (research collaboration, conference participation, publishing, external examining, consultancy, peer reviewing, etc.)

- The University of Worcester has the Investor in People kite mark which was renewed in 2008.
- A Developmental Engagement of History carried out by the Quality Assurance Agency (Feb 2003) strongly commended the excellent quality of the History programme.
- The majority of the work submitted by the Worcester historians for the 2008 Research Assessment Exercise was judged as being of 'Quality that is recognised internationally in terms of originality, significance and rigour'.
- Staff have attracted external funding for a wide range of research and learning and teaching projects.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## 22 Employability and graduate destinations

Employers recognise that the study of History equips students with a wide range of transferable skills (e.g. research and analytical, verbal and written communication, independent thinking), which serves them well in the world of employment.

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.

**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 the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in the Course Handbook.

**Appendix 1:**

**Award Map**

**LEVEL 4**

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations
				Single Hons	Major	Joint	Minor			
HIST1001	Open	How to do History	15	M	M	M	M	-	-	-
HIST1004	Open	Democracy and Totalitarianism in 20 <sup>th</sup> Century Europe, 1914-1989	15	M	M	M	O	-	-	POLP1002
HIST1006	Open	Explorations in Women's History	15	O	O	O	O	-	-	-
HIST1007	Open	Reconstructing the Past	15	O	O	O	O	-	-	-
HIST1008	Open	An introduction to Media History	15	O	O	O	O	-	-	-
HIST1009	Closed	The US Constitution: A Document of Democracy?	15	O	O	O	O	-	-	-
HIST1010	Closed	Early Modern England	15	M	M	M	O	-	-	-
HIST1011	Open	Modern Japan, 1854-1951	15	O	O	O	O	-	-	-
HIST1012	Open	Art in History	15	O	O	O	O	-	-	-
HIST1013	Closed	Twentieth-Century Britain: conflict, stability and change.	15	O	O	O	O	-	-	-
HIST1014	Closed	Europe, 1789-1914.	15	O	O	O	O	-	-	-
SOCG1021	Closed	People and Social Welfare	15	O	O	O	O	-	-	-

**Single Honours Requirements at Level 4**

Single Honours students must take 45 credits from the three (3) Mandatory modules, i.e. HIST1001, HIST1004 and HIST1010, **plus** modules to the value of 45 credits from the Optional modules listed in the table above.

#### Major and Joint Pathway Requirements at Level 4

Major and Joint pathway students must take 45 credits from the three (3) Mandatory modules, i.e. HIST1001, HIST1004 and HIST1010.

#### Minor Pathway Requirements at Level 4

Minor pathway students must take 15 credits from the one (1) Mandatory module, i.e. HIST1001 plus 30 credits from the Optional modules listed in the table above.

#### In addition:

All students on the History course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules from History as listed above (including the shared modules from other subject areas) subject to availability.

#### LEVEL 5

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations
				Single Hons	Major	Joint	Minor			
HIST2001	Open	An Introduction to Historical Research	15	M	M	M	O	Either HIST1001, HIST1004, HIST1010 Or POLP1001, POLP1002	-	-
HIST2002	Open	The Victorian Century	15	O	O	O	O	-	-	-
HIST2003	Open	Imperial and Weimar Germany	15	O	O	O	O	-	-	-
HIST2004	Open	Twentieth-Century USA, 1917 - 1974	15	O	O	O	O	-	-	-
HIST2005	Open	From Slavery to Civil Rights: African	15	O	O	O	O	-	-	-

		Americans, 1860-1960								
HIST2009	Open	Religion and Society in England, c. 1560-1660	15	O	O	O	O	-	-	-
HIST2011	Open	Women's Experience: Britain, 1850-1976	15	O	O	O	O	-	-	-
HIST2013	Open	Sex and Society in England, 1600-1900	15	O	O	O	O	-	-	-
HIST2014	Open	Politics and Society in 20 <sup>th</sup> Century Russia	15	O	O	O	O	-	-	-
HIST2015	Closed	(Re)presenting the Past: History in Film	15	O	O	O	O	-	-	-
HIST2016	Open	Popular Music: a contemporary history	15	O	O	O	O	-	-	-
HIST2018	Closed	Politics, Religion and Society in Ireland, 1690-1848	15	O	O	O	O	-	-	HIST3014
HIST2019	Closed	The Arab-Israeli Conflict, 1917-1982	15	O	O	O	O	-	-	-
HIST2020	Closed	History Work Experience	15	O	O	O		-	-	-
POLP2001	Open	Modern Political Thought	15	O	O	O	O	-	-	-

### Single Honours Requirements at Level 5

Single Honours students must take 15 credits from the one (1) Mandatory module, i.e. HIST2001, **plus** 75 credits from the Optional modules listed above. In addition, Single honours students must study at least one module in British history and at least one module in non-British history.

### Major Pathway Requirements at Level 5

Major pathway students must take 15 credits from the one (1) Mandatory module, i.e. HIST2001, plus 45 Credits from Optional modules listed above. In addition, Major pathway students must study at least one module in British history and at least one module in non-British history.

### Joint Pathway Requirements at Level 5

Major pathway students must take 15 credits from the one (1) Mandatory module, i.e. HIST2001, plus 30 credits from Optional modules listed above.

### Minor Pathway Requirements at Level 5

Minor Honours students must take 30 credits from Optional modules listed above

#### In addition:

All students on the History course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules from History as listed above (including the shared modules from other subject areas) subject to availability.

### LEVEL 6

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations
				Single Hons	Major	Joint	Minor			
HIST3001/2	Closed	Independent Study	30	M	M	O		HIST2001	-	-
HIST3003	Closed	Nationalism	15	M	M	M	O	HIST2001 or POLP2001	-	-
HIST3004	Open	The Russian Revolutions of 1917	15	O	O	O	O	-	-	-
HIST3005	Open	The USA and World War Two	15	O	O	O	O	-	-	-
HIST3006	Open	The Home Front: Britain 1939-45	15	O	O	O	O	-	-	-
HIST3008	Closed	Hollywood Goes to War	15	O	O	O	O	-	-	-
HIST3009	Open	Nazi Germany, 1933-1945: Politics, War and Genocide	15	O	O	O	O	-	-	-
HIST3010	Open	Crime and Punishment in England, 1750-1900	15	O	O	O	O	-	-	-

HIST3011	Open	Jack the Ripper: History, Literature and Myth	15	0	0	0	0	-	-	-
HIST3012	Open	Propaganda and Politics in the Twentieth Century	15	0	0	0	0	-	-	-
HIST3013	Open	Witchcraft	15	0	0	0	0	-	-	-
HIST3015	Open	The Power of the Petticoat: Women In British Politics 1830-1990	15	0	0	0	0	-	-	-
HIST3016	Open	Martin Luther King jr. and his Opponents	15	0	0	0	0	-	-	-
HIST3017	Closed	History Extension Module	15	0	0	0	0	Levels 4, 5 or 6 module in which the student has achieved a grade of B or above.	-	-
HIST3018	Closed	Byron to Bin Laden: Transnational Soldiers in Modern Wars	15	0	0	0	0	-	-	-
HIST3019	Closed	Empire and Appeasement: British imperial and foreign policy, c. 1918-1945	15	0	0	0	0	-	-	-
HIST3020	Closed	The Atlantic Slave Trade	15	0	0	0	0	-	-	-
HIST3021	Closed	Fantasy, Desire and Sexuality 1939-1989	15	0	0	0	0	-	-	-
HIST3022	Closed	Ireland since 1848: Revolution, Partition and Conflict	15	0	0	0	0	-	-	-

ARCH3004	Open	Archaeology and Heritage Studies Work Placement	15	O	O	O	O	-	-	-
ARCH3020	Open	Researching Local and Community History	15	O	O	O	O	-	-	-

### Single Honours Requirements at Level 6

Single Honours students must take 45 credits from the two (2) mandatory modules, i.e. HIST3001/2 Independent Study (30 credit) and HIST3003, **plus** 75 credits from Optional modules listed above. In addition, Single honours students must study at least one module in British history and at least one module in non-British history.

### Major Pathway Requirements at Level 6

Major pathway students must take 45 credits from the two (2) mandatory modules, i.e. HIST3001/2 Independent Study (30 credit) and HIST3003, **plus** 45 credits from Optional modules listed above. In addition, Major pathway students must study at least one module in British history and at least one module in non-British history.

### Joint Pathway Requirements at Level 6

Joint Pathway students **must** take 30 credits from an Independent Study module (either HIST3001/2 or equivalent in their Joint subject)

Joint pathway students who take their Independent Study in History must take 45 credits from HIST3001/2 Independent Study (30 credits) and HIST3003. Joint Pathway students who choose to place their Independent Study in their other joint subject must take 15 credits from the Mandatory module HIST3003 **plus** 30 credits from Optional modules listed above.

**In addition**, Joint Pathway students **must** take modules to the value of 30 credits from those Optional modules listed above, or from their Joint Subject, or a combination of both subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take 30 credits from Optional modules listed above.