Programme Specification for BA (Hons) History

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BA Honours
5.	**Programme title**	History
6.	**Pathways available**	Single, major, joint, minor
7.	**Mode and/or site of delivery**	University of Worcester
8.	**Mode of attendance**	Full time and part time, some modules will be offered in the evening
9.	**UCAS Code**	History (V100) History and Archaeology & Heritage Studies (NV91) History and Creative and Professional Writing (WV81) History and English Literature (QV31) History and Geography (LV71) History and Human Geography (7L6V) History and Journalism (4Q23) History and Politics: People and Power (VL12) History and Sociology (VL13)
10.	**Subject Benchmark statement and/or professional body statement**	History (2014) http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-2014.pdf
11.	**Date of Programme Specification preparation/revision**	January 2013 March 2014 - Change of title HIST2105 and HIST3109 April 2014 - JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. March 2015 – Change of title HIST2115. Change of status from Mandatory to Optional to HIST3103. Conversion of 15 credit modules to 30 credit modules: HIST3105, HIST 3106 and HIST3113. Module codes corrected for HIST3001 and HIST3002 (from HIST3101/HIST3102). January 2016 – HIST3110 removed and replaced by HIST3120. MECS3012 removed. June 2016 – HIST1106 change of title and excluded combinations updated. Section 9 updated.

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 Independent Study 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. For Single Honours students there is an opportunity to select a 30 credit Module from an Elective pathway, for example, World Cultures, Sustainability, Explorations in Education, Healthy Lifestyles, Languages and Business and Social Enterprise. Students can elect to move from Joint to Single Honours following the first year of study.

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.

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Award map

Course Title: History	Year of entry: 2016/17

Level 4						
Module Code	**Module Title**	**Credits** (Number)	**Status** (Designated (D) or Mandatory (M) or Optional (O))		**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			Single Hons	**Joint Hons**		
HIST1101	How to do History	15	M	M	None	Excluded combination (HIST1001)
HIST1102	World History	30	O	O	None	None
HIST1103	The Early Modern World	30	O	O	None	None
HIST1104	Ideology and Conflict in Europe Since 1789	30	O	O	None	Excluded combination (HIST1014)
HIST1105	Reconstructing the Past	15	O	O	None	Excluded combination (HIST1007)
HIST1106	Nineteenth Century Britain	15	O	O	None	None
HIST1107	An Introduction to Media History	15	O	O	None	Excluded combination (HIST1008)
HIST1108	TV History	15	O	O	None	None
ARCH1102	Introduction to Heritage	30	O	O	None	Excluded combinations (ARCH1001, ARCH1006)
LANG1002	Improving English usage and style in academic writing	15	O	O	None	None
LANG1210	French Stage 1	15	O	O	None	None
LANG1230	German Stage 1	15	O	O	None	None
LANG1250	Spanish Stage 1	15	O	O	None	None
LANG1310	Italian Stage 1	15	O	O	None	None

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Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include HIST1101 (15 credits) and <u>two</u> from HIST1102, HIST1103, HIST1104 (all 30 credits).

Single Honours students may take only <u>one</u> module from LANG1210, LANG1230, LANG1250 or LANG1310.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include HIST1001 (15 credits) and <u>one</u> from HIST1102, HIST1103, HIST1104 (all 30 credits).

Joint Honours students may take only <u>one</u> module from LANG1210, LANG1230, LANG1250 or LANG1310.

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	Methods and Debates in History	30	M	M	O	O	None	Excluded combination (HIST2001)
HIST2102	Politics, Religion and Society in Ireland Since 1690	30	O	O	O	O	None	Excluded combination HIST2118, HIST3114 (HIST2018)
HIST2103	Twentieth-Century USA	30	O	O	O	O	None	Excluded combination (HIST2004)
HIST2104	Religion and Society in Early Modern England, 1532-1660	30	O	O	O	O	None	Excluded combination (HIST2009)
HIST2105	The German Lands in the Nineteenth Century	30	O	O	O	O	None	Excluded combination HIST2111 (HIST2003)
HIST2106	British Women's History, 1790-2000	30	O	O	O	O	None	Excluded combination HIST2110 (HIST1006, HIST2011)
HIST2107	Modern Japan, 1854-1951 (A)	30	O	O	O	O	None	Excluded combination HIST2117 (HIST1011)
HIST2108	Britain in The Long Nineteenth-Century, 1789-1914	30	O	O	O	O	None	Excluded combination HIST2112 (HIST2002)
HIST2109	From Slavery to Civil Rights: African Americans, 1860-1960	30	O	O	O	O	None	Excluded combination HIST2115 (HIST2005)
HIST2110	British Women's History, 1900-2000	15	O	O	O	O	None	Excluded combination HIST2106 (HIST1006, HIST2011)
HIST2111	The German Empire, 1862-1918	15	O	O	O	O	None	Excluded combination

								HIST2105 (HIST2003)
HIST2112	The Victorian Century	15	O	O	O	O	None	Excluded combination HIST2108 (HIST2002)
HIST2113	(Re)Presenting the Past: History in Film	15	O	O	O	O	None	Excluded combination (HIST2015)
HIST2114	History Work Experience Module	15	O	O	O	N/A	None	Excluded combination (HIST2020)
HIST2115	The African American Experience, 1860-1960	15	O	O	O	O	None	Excluded combination HIST2109 (HIST2005)
HIST2116	Sex and Society in England, 1600-1900	15	O	O	O	O	None	Excluded combination (HIST2013)
HIST2117	Modern Japan, 1854-1951 (B)	15	O	O	O	O	None	Excluded combination HIST2107 (HIST1011)
HIST2118	Politics, Religion and Society in Ireland, 1690-1848	15	O	O	O	O	None	Excluded combination HIST2102 (HIST2018)
HIST2119	Politics and Society in Twentieth-Century Russia	15	O	O	O	O	None	Excluded combination (HIST2014)
ARCH2102	Displaying the Past: Museums, Artefacts and Collections	30	O	O	O	N/A	None	Excluded combinations (ARCH2003, ARCH2013, ARCH3013)
ARCH2110	Visions of England: History, Heritage and Identity	15	O	O	O	N/A	None	Excluded combination (ARCH2002)
ARCH2112	Heritage Tourism and Place Promotion	15	O	O	O	N/A	None	Excluded combinations ARCH3112 (ARCH2021, ARCH2036, ARCH3036, GEOG2025, GEOG3025, GEOG2036, GEOG3036)

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 HIST2102, HIST2103, HIST2104, HIST2105, HIST2106, HIST2107, HIST2108, HIST2109 (all 30 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

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 HIST2102, HIST2103, HIST2104, HIST2105, HIST2106, HIST2107, HIST2108, HIST2109 (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 HIST2101, HIST2102, HIST2103, HIST2104, HIST2105, HIST2106, HIST2107, HIST2108, HIST2109 (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	Independent Study	30	M	M	O	N/A	None	Excluded Combinations (HIST3001/2)
HIST3103	Nationalism	15	O	O	O	O	None	Excluded Combination (HIST3003)
HIST3104	The Atlantic Slave Trade	15	O	O	O	O	None	Excluded Combination (HIST3020)
HIST3105	The USA and World War Two	30	O	O	O	O	None	Excluded Combination (HIST3005)
HIST3106	Home Fronts: Myths, Narratives, Images and Experiences	30	O	O	O	O	None	Excluded Combination (HIST3006)
HIST3107	Martin Luther King Jr. and his Opponents	15	O	O	O	O	None	Excluded Combination (HIST3016)
HIST3108	Hollywood Goes to War	15	O	O	O	O	None	Excluded Combination (HIST3008)
HIST3109	Nazi Germany	15	O	O	O	O	None	Excluded Combination (HIST3009)
HIST3111	Jack the Ripper: History, Literature and Myth	15	O	O	O	O	None	Excluded Combination (HIST3011)
HIST3112	Propaganda and Politics in the 20th Century	15	O	O	O	O	None	Excluded Combination (HIST3012)
HIST3113	Witchcraft and the Devil	30	O	O	O	O	None	Excluded Combination (HIST3013)
HIST3114	Ireland Since 1848	15	O	O	O	O	None	Excluded Combination HIST2102 (HIST3022)
HIST3115	History Extension Module	15	O	O	O	N/A	None	Excluded Combination (HIST3017)
HIST3116	Britain in the Global Economy	15	O	O	O	O	None	None
HIST3120	British Imperialism *c.* 1784-1972	30	O	O	O	O	None	Excluded Combination (HIST3019)
ARCH3112	Heritage Tourism and Place Promotion	15	O	O	O	N/A	None	Excluded combinations ARCH2112 (ARCH2021, ARCH3021, ARCH2036, ARCH3036 GEOG2025, GEOG3025,

								GEOG2036, GEOG3036)

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 Independent Study (equivalent) in this subject must take **either** HIST3001 (30 credits) **or** HIST3002 (30 credits). Joint pathway students who choose to place their Independent Study (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 Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study 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

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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:

Subject 1	Subject 2	Award
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 independent study 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 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.

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. Methods for evaluating and improving the quality and standards of teaching and learning
The History Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:
- External Examiners' reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and the student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process so that students' views are fed through to the University of Worcester Academic Board.

- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors and all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and are also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.

- **Complaints -** Full details of student complaints procedures can be found in the university's academic regulations.

- **Academic Appeals** - Full details of procedures to make an appeal can be found in the university's academic regulations.

The History team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee. Discussions here and within course team meetings and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning. These include:
- University Teaching and Learning Conferences and staff development workshops provided by ADPU
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20.   Regulation of assessment

The course operates under the University's Undergraduate 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.

- 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.
- 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.
- 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 that 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 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
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, see the Undergraduate Regulatory Framework.

21.   Indicators of quality and standards

The external Examiner's reports in recent years have confirmed that the standards of the History Programme at Worcester are commensurate with other Higher Education Institutions. The have noted that this is 'a good degree programme with a dedicated staff team' (2012) and have praised 'the student performance' which 'suggests lively and engaged teaching across a variety of subjects' (2012).

Student Module Evaluation reports indicate that in the overwhelming majority of History modules over 85% of students are satisfied or very satisfied with the module. The NSS results for History have shown a marked improvement in recent years, to the point where the course now achieves higher results than the University average in most categories, 93% of students expressed overall satisfaction with the course in 2011-12. Retention and progression figures have also shown a marked improvement.

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.). A high proportion of the research submitted by members of the History department at the University of Worcester has been assessed as 'world-leading' and 'internationally excellent' in the 2014 Research Evaluation Framework. Over half of the research (56%) carried out in the department was judged to be in the highest categories of 4* (world-leading) and 3* (internationally excellent). In addition, a further 28% of the research undertaken by the team was assessed as 'recognised internationally'. Of the books, chapters and journal articles submitted by historians at Worcester, 50% were classed as world-leading or internationally excellent. The research environment in History at the University of Worcester was also assessed as international in quality, as 60% of the research activity was judged to be 'internationally-excellent' and 40% 'recognised internationally'. Historians at Worcester are also engaged in research which impacts upon society in diverse ways, and the majority of this research was also assessed as 'internationally excellent' (70%). These results benefit History students directly, as teaching on a wide range of themes is underpinned by the international quality of the research carried out by members of staff.

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. **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

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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 the module outlines and the course handbook provided to all students at the start of the course. 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.