

Programme Specification for BA (Hons) History

This document applies to Academic Year 2024/25 onwards

Table 1 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 (Hons)
5.	Programme title	History
6.	Pathways available	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
7.	Mode and/or site of delivery	Standard taught programme at University of Worcester
8.	Mode of attendance and duration	Full time and part time, some modules will be offered in the evening. 3 years full time.
9.	UCAS Code	History (V100)
10.	Subject Benchmark statement and/or professional body statement	QAA subject benchmark: History (2022) https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/history
11.	Date of Programme Specification preparation/revision	Re-approved June 2023 July 2023 – annual updates

12. Educational aims of the programme

The course aims are to:

- support students to engage in personal development planning throughout the programme;
- foster a critical awareness 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 become autonomous learners.

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

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	acquire expertise in the historian's methods and techniques, an awareness of the varieties of history and those influences which shape historical understanding	HIST2101 HIST3002
2.	apply knowledge, understanding and technique to engage in independent study	HIST2101 HIST3002
3.	apply knowledge of a wide range of historical periods and events, ranging from early modern to contemporary, and across British, European and world contexts to produce critical historical analysis	HIST3105; HIST3109; HIST3121 HIST3123
4.	reflect critically on the nature of history, its social function, theoretical approaches and the contested nature of the discipline	HIST2101
5.	critically interpret a range of historical sources (documents, film, artefacts) and critically reflect upon the context in which they arose	HIST3002

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	communicate findings in a lucid and economic form, verbally and in writing, through a range of written assignments and assessed seminar presentations.	HIST2101
2.	exchange views with others in a constructive and open-minded context	All Level 6 modules
3.	synthesise material, evaluate and challenge accepted opinion	HIST3002
4.	ask relevant, cogent, and focused historical questions and sustain reasoned arguments based on selecting and organising evidence from primary and secondary sources.	All Level 6 modules.

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	practise time management skills through preparing work to meet predetermined deadlines	HIST3002

Skills and capabilities related to employability		
2.	acquire and develop research skills through searching and critically evaluating relevant historical evidence	HIST3002
3.	develop an independent, organised approach to learning.	HIST3002

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	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	HIST3002
2.	acquire a range of research and presentation skills related to digital citizenship	HIST2101 HIST3122
3.	enhance self-awareness, confidence, responsibility and independence	HIST3002

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- Joint Pathway**
 Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- Major Pathway**
 Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- Minor Pathway**
 Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

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. In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Firstpoint (<https://www2.worc.ac.uk/firstpoint/>) and Library Services

(<https://library.worc.ac.uk/>), and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

Modules normally involve three contact hours of teaching per week. Thus at Levels 4 and 5 total weekly contact time is a maximum of 12 hours and 9 hours at Level 6.

The nature of the weekly class contact time will depend upon the teaching strategies of the optional modules chosen. Typically, however, students could expect to experience:

- 8 hours lectures/workshops
- 4 hours seminars

Independent self-study

In addition to the contact time, students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve preparation for seminars, researching assignments and reading supplementary material recommended in lectures.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course.

<https://www.worcester.ac.uk/about/academic-schools/school-of-humanities/humanities-staff-profiles.aspx>

Teaching is informed by research and consultancy. All lecturers on the course have PhDs and a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment takes a variety of forms - essays, document analyses, oral presentations, book, article and film reviews, blogs, 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.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

- 3 document analyses
- 4 essays
- 2 examinations
- 1 article summary
- 1 portfolio
- 1 fieldwork report

Year 2

4 essays
 1 book review
 1 document analysis
 2 examinations
 2 presentations
 1 research proposal
 1 reflective report
 1 blog entry

Year 3
 1 dissertation
 6 essays
 1 article review
 3 document analyses
 1 blog post
 1 examination

Students will receive feedback on practice (formative) assessments and on formal (summative) assessments undertaken by coursework. Feedback on examination performance is available upon request from the module leader. Feedback is intended to support learning and students are encouraged to discuss it with Personal Academic Tutors and module tutors as appropriate.

We aim to provide students with feedback on formal course work assessments within 20 working days of hand-in.

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, blog posts, 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. 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 and includes comments and corrections on the submitted work. On the return of work, students are encouraged to discuss feedback with tutors.

The course's assessment strategy and practices are in conformity with the principles and requirements of the University's Assessment Policy.
<https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>

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

The award map is located at Appendix 1 at the end of the document.

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 (<https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/history>).

This award is located at Level 6 of the [OfS sector recognised standards](#).

The curriculum conforms to the QAA Criteria for content and approach in designing a programme of undergraduate study for History (2022, section 2). *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 8,000 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 School. Students are, for example, invited to attend the School of Humanities Welcome Party in induction week.

During this initial induction 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 (eg. Firstpoint, Library, IT, Careers, Counselling Services).

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

<https://www2.worc.ac.uk/careers/>

<https://www2.worc.ac.uk/counselling/>

<https://library.worc.ac.uk/>

<https://it.wp.worc.ac.uk/>

All students are allocated a Personal Academic Tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Personal 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 Personal Academic Tutor four times per year in year one and three times per year in years two and three. <https://www2.worc.ac.uk/pat/>

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

Staff teaching students on modules support students through one-to-one and small group tutorials and provide students with information on how to arrange such tutorials in module outlines. Tutorials may be face-to-face or online.

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](#) offers specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and students from the Centre for Academic English and Skills
- 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.

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

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

Up-to-date information on entry requirements are available at <https://www.worcester.ac.uk/courses/history-ba-hons>

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 module specifications.
- The minimum pass mark is D- for each module.
- A student is 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

- A student who submits 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.
- A student who submits work later than 7 days (one week) 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

- A student is 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 (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
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/Project 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, as specified on the award map.

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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades account equally in the profile.
- Classification determined on the profile of the 120 credits attained at Level 6 only.

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

Please note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

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. The History team includes a Careers Co-ordinator with responsibility for highlighting appropriate work opportunities and organising careers-focused events including talks by employers and graduates. Careers advice is also provided throughout students' period of study via personal academic tutorials. 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 Level 5 History Work Experience 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. Students are introduced to a number of these venues via field trips in the mandatory Level 4 module HIST1110.

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.

Award map

Table 6 heading for BA (Hons) History

Course Title: History	
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Table 7 award map for level 4 single/joint honours/major/minor BA (Hons) History

Level 4						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons	Joint Hons		
HIST1102	Making of the Modern World	30	O	N/A	None	None
HIST1104	Ideology and Conflict in Europe Since 1789.	30	M	N/A	None	None
HIST1109	Britain Since the Reformation	30	M	M	None	None
HIST1110	Reconstructing the Past: Academic, Public and Popular History	30	M	M	None	None
CODE XXXX	Optional Modules offered by the Centre for Academic English and Skills/Institute of Education	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 and any optional modules which can include up to 15/30 credits drawn from modules in Academic English for native and non-native speakers of English, Teaching English as a Foreign Language (TEFL) and Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Joint Honours Requirements at Level 4

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

Table 8 award map for level 5 single/joint honours/major/minor BA (Hons) History

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: Method and Practice	30	M	M	O	O	None	None
HIST2103	The American Century, 1917-2001	30	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
HIST2119	War and Peace: The Making of Modern Ireland.	30	O	O	O	O	None	None
HIST2120	'A People's War'? Britain and the Second World War	15	O	O	O	O	None	None
HIST2121	Georgian Britain and the Atlantic World, 1760-1820	15	O	O	O	O	None	None
GEOG 2333	Heritage Tourism and Place Promotion	15	O	O	O	N/A	None	None
CODE XXXX	Optional Modules offered by the Centre for Academic English and Skills/School of Education	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 drawn from the table above to include mandatory module HIST2101, at least ONE from HIST2103 and HIST2119 (both 30 credits) and optional modules which can include up to 15/30 credits drawn from modules in Academic English for native and non-native speakers of English, Teaching English as a Foreign Language (TEFL) and Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

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 HIST2119 (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, HIST2103 and HIST2119 (all 30 credits).

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.

Table 9 award map for level 6 single/joint honours/major/minor BA (Hons) History

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		
HIST3002	Dissertation	30	M	M	O	N/A	None	None
HIST3104	The Atlantic Slave Trade and Abolition	15	O	O	O	O	None	None
HIST3105	The Good War: The USA and World War Two	30	O	O	O	O	None	None
HIST3109	Nazi Germany	15	O	O	O	O	None	None
HIST3115	Research Experience Module	15	O	O	O	N/A	None	None
HIST3121	British Imperialism c. 1857-1972	15	O	O	O	O	None	None
HIST3122	Gender, Sexuality and Welfare. The Body in History.	15	O	O	O	O	None	None
HIST3123	Witchcraft and the Devil	15	O	O	O	O	None	None
HIST3124	Japan's World, 1854-1951	15	O	O	O	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include 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 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 in this subject must take HIST3002 (30 credits).

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

Joint pathway students must take one Dissertation, either in this subject, in their other joint subject, or take JOIN3002 where the 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:

Table 10 credit requirements

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

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.