1. **Programme title(s) and UCAS code(s):**

    BA History (V100)

    BA History with a Year Abroad*

    History – Major (V100)

    History – Major with a Year Abroad*

    History – Minor

    *Students may only enter these degree programmes by transferring at the end of year 1

2. **Awarding body or institution:**

    University of Leicester

3. **a) Mode of study:**

    Full-time

    b) Type of study:

    Campus-based

4. **Registration periods:**

    The normal period of registration is three years

    The maximum period of registration is five years

    Year Abroad:

    The normal period of registration is 4 years full-time

    The maximum period of registration is 6 years full-time

5. **Typical entry requirements:**

    ABB at A level.

    International Baccalaureate: Single honours History – Pass Diploma with 30 points including at least one subject with 6 points at higher level.

6. **Accreditation of Prior Learning:**

    Not applicable.

7. **Programme aims:**

    The Aims of the **Single Pathways** programme are to:

    - provide a rigorous, coherent and attractive history curriculum that draws on the School's research expertise and teaching strengths;
    - provide a stimulating and challenging learning experience for all students;
    - develop students' knowledge and understanding of the wide chronological and geographical range of their discipline;
    - develop students' abilities to apply historical theories, techniques, and concepts to analyse and explain specific historical periods and themes;

- enable students to demonstrate a variety of approaches to understanding the past as used by different types of historians;
- to encourage students' awareness of the development of differing values, systems and societies, and the inculcation of critical yet tolerant personal attitudes;
- enable students to develop and demonstrate a range of skills necessary for the study of history; and
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

The Aims of the **Majors Pathways** programme are to:

- provide a rigorous, coherent and attractive history curriculum that draws on the School's research expertise and teaching strengths;
- provide a stimulating and challenging learning experience for all students;
- develop students' knowledge and understanding of the wide chronological and geographical range of their discipline;
- develop students' abilities to apply historical theories, techniques, and concepts to analyse and explain specific historical periods and themes;
- to encourage students' awareness of the development of differing values, systems and societies, and the inculcation of critical yet tolerant personal attitudes;
- enable students to demonstrate a variety of approaches to understanding the past as used by different types of historians;
- enable students to develop and demonstrate a range of skills necessary for the study of history; and
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

The Aims of the **Minors Pathways** programme are to:

- provide a coherent and attractive minor in history that draws on the School's research expertise and teaching strengths;
- provide a stimulating and challenging learning experience for all students; and
- enable students to develop and demonstrate a range of skills necessary for the study of history.

8. **Reference points used to inform the programme specification:**

- QAA Benchmarking Statement for History (December 2014)
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- University of Leicester Learning and Teaching Strategy 2011-2016
- The University of Leicester's Discovery-Led and Discovery-Enabling Learning Strategy, 2016-2020
- University of Leicester Employability Strategy
- University of Leicester International Strategy
- National Student Survey results
- University of Leicester Periodic Developmental Review Report
- Programme Approval Panel Report on the new BA History October 2014
- External Examiners' reports (annual)
- Annual Development Review of the School of History for 2015-16 and earlier years.

9. **Programme Outcomes:**

Single Pathways Programme

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of historical knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises, group oral presentations.
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises, portfolio, research proposal, group presentations, reflective learning journal.
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Tutorials, seminars, independent research, team problem solving exercises, placement-based learning.	
(iii) Critical analysis of key issues		
Compare and analyse the histories of different countries, societies or cultures.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentations.
Analyse historical processes through the assessment of continuity and change over extended time spans.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	
Reflect critically on the nature of history as a discipline.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	
(iv) Clear and concise presentation of material		
Present historical problems and arguments in a variety of written and oral formats.	Tutorials, seminars, directed reading, independent research, team problem solving exercises, IT and other skills workshops.	Writing tasks, seminar presentations, contributions to discussions, group oral presentations, posters, podcasts, webpages, research proposal, reflective learning journal.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentations, research proposals, reflective learning journals, source based exercises.
Read, analyse, and reflect critically and contextually upon historical texts and other source materials.	Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises.	
(vi) Other discipline specific competencies		
Design, research and present a sustained and independently conceived piece of historical writing.	Lectures, E-learning activities, Independent research, Masterclasses, supervisions.	Independent research projects, research proposals, reflective learning journals, dissertations.
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of historical issues.	Seminars, tutorials, team problem solving exercises.	Seminar presentations, contributions to discussions, podcasts, poster presentations.
Participate effectively as a historian in group discussions.	Seminars, tutorials, team problem solving exercises.	
(ii) Written communication		
Develop and sustain historical arguments in a variety of literary forms.	Seminars, tutorials, team problem-solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, dissertations, research proposals, reflective learning journals, webpages.
Demonstrate clarity, fluency and coherence in written expression of historical issues.	Seminars, tutorials, independent research.	

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Information technology		
Use IT to effectively support their historical studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence.	Induction programme, computer practical classes, independent research, numeracy classes, lectures, e-learning activities, IT and other skills workshops.	Essays, independent research projects, computer-based exercises, problem-based exercises, posters, podcasts, webpages, seminar presentations, group presentations.
(iv) Numeracy		
Consider the uses of numerical data in historical analysis	Lectures, tutorials and numeracy classes. Skills workshops	Independent research projects, computer-based exercises, problem-based exercises.
(v) Team working		
Be able to work collaboratively to jointly explore historical issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group presentations.
(vi) Problem solving		
Address historical problems in depth using contemporary sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposal, reflective learning journal.
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information.	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposal, reflective learning journal.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical problems.	All of the above, particularly independent research.	All of the above, particularly the research proposal, reflective learning journal, dissertation.
Reflect upon own learning and achievements and plan for personal, educational and career development.	Tutorials, career development programmes, resource based learning, personal development planning programme, placement-based learning.	Portfolio, curriculum vitae.

Major Pathways Programme

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of historical knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises, group oral presentations.
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, independent research, team problem solving exercises, placement-based learning.	Essays, essay-based examinations, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises, portfolio, research proposal, group presentations, reflective learning journal.
(iii) Critical analysis of key issues		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Compare and analyse the histories of different countries, societies or cultures.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentations.
Analyse historical processes through the assessment of continuity and change over extended time spans.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	
Reflect critically on the nature of history as a discipline.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	
(iv) Clear and concise presentation of material		
Present historical problems and arguments in a variety of written and oral formats.	Tutorials, seminars, directed reading, independent research, team problem solving exercises, IT and other skills workshops.	Writing tasks, seminar presentations, contributions to discussions, group oral presentations, posters, podcasts, webpages, research proposal, reflective learning journal.
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentations, research proposals, reflective learning journals.
Read, analyse, and reflect critically and contextually upon historical texts and other source materials.	Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises.	
(vi) Other discipline specific competencies		
Design, research and present a sustained and independently conceived piece of historical writing.	Lectures, e-learning activities, Independent research, Masterclasses, supervisions.	Independent research projects, Dissertations, research proposals, reflective learning journals
(b) Transferable skills		
(i) Oral communication		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clarity, fluency and coherence in oral expression of historical issues. Participate effectively as a historian in group discussions.	Seminars, tutorials, team problem solving exercises. Seminars, tutorials, team problem solving exercises.	Seminar presentations, contributions to discussions, oral group presentations, podcasts, poster presentations.
(ii) Written communication		
Develop and sustain historical arguments in a variety of literary forms. Demonstrate clarity, fluency and coherence in written expression of historical issues.	Seminars, tutorials, team problem-solving exercises. Seminars, tutorials, independent research.	Essays, essay-based examinations, seminar presentations, independent research projects, dissertations, research proposals, reflective learning journals, webpages.
(iii) Information technology		
Use IT to effectively support their historical studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence.	Induction programme, lectures, e-learning activities, independent research, numeracy classes, IT and other skills workshops.	Essays, independent research projects, computer-based exercises, problem-based exercises, posters, podcasts, webpages, seminar presentations, group presentations.
(iv) Numeracy		
Consider the uses of numerical data in historical analysis	Lectures, tutorials and numeracy classes. Skills workshops	Independent research projects, computer-based exercises, problem-based exercises.
(v) Team working		
Be able to work collaboratively to jointly explore historical issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group presentations.
(vi) Problem solving		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Address historical problems in depth using contemporary sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposal, reflective learning journal.
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information.	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposal, reflective learning journal.
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical problems.	All of the above, particularly Independent research.	All of the above, particularly the Research proposal, reflective learning journal dissertation.
Reflect upon own learning and achievements and plan for personal, educational and career development.	Tutorials, career development programmes, resource based learning, personal development planning programme, placement-based learning.	Portfolio, curriculum vitae.

Minor Pathways Programme

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of historical knowledge	**Lectures, tutorials, seminars, directed reading, independent research, resource-based learning**	**Essays, essay-based examinations, seminar presentations, contributions to discussions, problem-based exercises, group oral presentations**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.	**Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.**	**Essays, essay-based examinations, seminar presentations, contributions to discussions, problem-based exercises.**
Demonstrate a variety of approaches to understanding, constructing and interpreting the past	**Tutorials, seminars, independent research, team problem-solving exercises.**	**Essays, essay-based examinations, seminar presentations, contributions to discussions, problem-based exercises, reflective learning journal.**
(iii) Critical analysis of key issues		
Analyse historical processes through the assessment of continuity and change over extended time spans.	**Lectures, tutorials, seminars, directed reading.**	**Essays, essay-based examinations, seminar presentations, contributions to discussions.**
Reflect critically on the nature of history as a discipline.	**Tutorials, seminars, directed reading, team problem-solving exercises**	**Essays, essay-based examinations, seminar presentations, contributions to discussions, reflective learning journal.**
(iv) Clear and concise presentation of material		
Present historical problems and arguments in a variety of written and oral formats	**Tutorials, seminars, directed reading**	**Writing tasks, seminar presentations, contributions to discussions, poster presentations, reflective learning journal.**
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain historical arguments, formulating appropriate questions and utilising evidence.	**Tutorials, seminars, directed reading.**	**Essays, essay-based examinations, seminar presentations, contributions to discussions, reflective learning journals, source based exercises.**
Read, analyse and reflect critically and contextually upon historical texts and other source materials.	**Tutorials, seminars, directed reading**	
(vi) Other discipline specific competencies		
N/A		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of historical issues. Participate effectively in group discussions.	Seminars, tutorials. Seminars, tutorials.	Seminars, presentations, contributions to discussions, poster presentations.
(ii) Written communication		
Develop and sustain historical arguments in a variety of literary forms. Demonstrate clarity, fluency and coherence in written expression of historical issues.	Seminars, tutorials. Seminars, tutorials.	Essays, essay-based examinations, seminar presentations, reflective learning journals.
(iii) Information technology		
Use IT to effectively support their historical studies, including using IT for bibliographic and archive searches, data analysis and written/virtual presentation of evidence.	Induction, lectures, IT and other skills workshops.	Essays, posters, seminar presentations, problem based exercises.
(vi) Problem solving		
Address historical problems in depth using contemporary sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises.	Essays, problem-based exercises, reflective learning journal
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	Tutorials, seminars, directed reading, team problem solving exercises.	Essays, problem-based exercises, reflective learning journal
(viii) Skills for lifelong learning		
Reflect upon own learning and achievements and plan for personal, educational and career development.	Tutorials, career development programmes, resource-based learning	Portfolio, curriculum vitae.

10. Progression points:

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

11. Scheme of Assessment

Undergraduate scheme of assessment, follows the standard scheme of award and classification set out in [Senate Regulation 5.](#)

12. Special features:

The School of History, Politics and International Relations includes one of the largest groups of historians in the UK. It is rated excellent for teaching by TQA and 85% of its output was judged at 4* and 3* standard in REF 2014 (the highest proportion in the UK). The student's learning experience is enhanced by the School's strong commitment to developing synergy between its research and teaching activities, as, for instance, in its active participation in the East Midlands Centre for History Teaching and Learning. The BA History programme combines a strong structure of core modules with optionality at all levels of the curriculum; this stretches students intellectually while also allowing them to follow particular historical interests and their intellectual curiosity, maximising their active engagement with their learning from the very beginning of their degree. The diversity of assessment methods used allows students to demonstrate abilities in a variety of formats, as well as equipping students with a range of IT, communication, and other transferrable skills to an advanced level.

13. Indications of programme quality

The programme has been consistently praised by external examiners for its geographical and chronological breadth.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#). For the major/minor variant of this programme, these are to be included following receipt of first report.

Appendix 1: Programme structure (programme regulations

1.   Single Pathways Module Structure

<u>**FIRST YEAR MODULES**</u>

SEMESTER 1

Core Modules		Credits
HS1000	Making History	30
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	15
HS1002	The Shock of the Modern	15
	Semester Total	**60**

SEMESTER 2

Core Module		Credits
HS1100	People and Places	30
Optional Modules		
	30 credits of approved History modules	
HS1012	Global History: Connections And Cultures In A Changing World, 1750 to the Present	(15)
HS1013	Great Britain: The State We're In	(15)
AM1004	US History since 1877	(15)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(15)
	Semester Total	**60**

<u>**SECOND YEAR MODULES**</u>

SEMESTER 1

Core Modules		Credits
HS2400	Perceiving the Past	30
Optional Modules		**Credits**
	15 credits of approved History varieties options:	15
HS2232	Religious History	(15)
HS2237	All Bourgeois Now? Class in History	(15)
HS2238	Global Cities	(15)
	15 credits of approved History options	15
AM2016	Americas Plural: Latin America and the United States	(15)
HS2301	Anglo-Saxon England to Alfred	(15)
HS2307	Madness, Monarchy and Politics in Georgian England	(15)
HS2328	Jack-the-Ripper: Popular Culture and Policing in Victorian Times	(15)
HS2348	Rise and Fall of the Soviet Union	(15)
HS2349	Stormtroopers, Arrow Cross and Iron Guard	(15)
	Semester total	**60**

SEMESTER 2

Core Modules	Credits

HS2500	The Historian's Craft	30
Optional Modules		**Credits**
	15 credits of approved History varieties options:	**15**
HS2231	Gender History	(15)
HS2234	Race and Ethnicity	(15)
HS2236	Histories of Violence	(15)
	15 credits of approved History options:	**15**
HS2027	The Latin World: Ancient, Medieval and Modern	(15)
HS2302	Blood, Position and Power: The Nobility of Later Medieval England, 1066–1485	(15)
HS2311	Domestic Revolutions: Women, Men and the Family in American History	(15)
HS2329	World Connected: Welfare, Economy and Government since 1945	(15)
HS2346	Slavery, the Civil War and Reconstruction in the United States	(15)
HS2353	Enter the Dragon: Modern Chinese History, 1839–1989	(15)
HS2360	History in the Classroom	(15)
HS2802	Heritage Field Project	(15)
	Semester Total	**60**

Note: In place of one Option, students may take a non-historical module from another discipline, subject to approval by the Head of School (anyone interested in this possibility should first discuss it with the Director of Undergraduate Studies (History)).

THIRD YEAR MODULES

Students in their third year take two 45 credit year-long modules and a 15 credit option in each semester

Modules spanning the whole year (semesters one and two)		**Credits**
Core modules		
HS3510	Dissertation	**45**
One 45 credit special subject chosen from the following:		**45**
HS3768	The British Antislavery Movement, 1787-1833	(45)
HS3769	The Holocaust: Genocide in Europe	(45)
HS3771	After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990	(45)
HS3772	The Age of Bede and Alcuin: Anglo-Saxon Northumbria and Mercia in the 7th and 8th Centuries	(45)
HS3773	Beauty, Sex & Science: Whose Body is it Anyway c.1550-2015?	(45)
HS3776	How Soon is Now? A Social History of Urban England, 1945-1985	(45)
HS3777	The Presidency of Franklin D. Roosevelt	(45)
HS3778	Church, State and Belief in Soviet Russia, 1941-1991	(45)
	Total	**90**

SEMESTER 1

	15 credits of approved History options:	15
HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth Century Crisis in England? Politics and Society 1297–1413	(15)

HS3662	Crime and Punishment in African-American History	(15)
HS3678	Food, Diet and Health in Early Modern Europe	(15)
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	(15) (15)
HS3694	Diasporas and Migrations in the Modern World	(15)
HS3808	Gender, Crime and Deviance in Eighteenth-Century Britain	(15)

		Semester Total	**60**

SEMESTER 2		**Credits**
15 credits of approved History options:		15
HS3691	Indigenous Peoples of the Americas, c. 1350–1650	(15)
HS3696	The Medieval Natural World	(15)
HS3699	From Empire to Nation: Modern South Asia, c. 1857–1947	(15)
HS3680	Women in American Society from Civil War to First World War	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815–1914	(15)
HS3681	Clothing and Fashion in Historical Perspective: Case Studies of Modern European Fashion in Transnational Context	(15)
HS3620	What Difference Did the War Make? British Society and the Great War	(15)

		Semester Total	**60**

Note: In place of one Option, students may take a non-historical module from another discipline, subject to approval by the Head of School (anyone interested in this possibility should first discuss it with the Director of Undergraduate Studies (History)).

BA History with Year Abroad

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme by transferring at the end of the first-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution. In order to proceed to the fourth year of the course students must pass their year abroad. The year abroad does not otherwise count towards the final classification of the degree.

The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out <u>does not</u> count towards the final classification, but a student must <u>pass</u> all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.
Degrees will be classified using the same scheme as for three-year programmes.

To take part in the History Erasmus programme students must pass all modules in years 1 and 2, and achieve a minimum average mark of 60 in year 2. They must also have learned the language of the destination country, providing the Office with a language certificate as evidence of satisfactory completion of training through the 'Languages at Leicester scheme' or an appropriate alternative. Failure to meet these criteria will lead to the School recommending transfer to the 3-year degree which the student would otherwise have taken.

2.   Major Pathways Module Structure

<u>FIRST YEAR</u>

	SEMESTER 1	Credits
HS1000	Making History	30
	One of the following optional modules:	
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	(15)
HS1002	The Shock of the Modern	(15)
	Total Semester	**45**
	SEMESTER 2	
HS1100	People and Places	30
	One of the following optional modules:	
HS1012	Global History: Connections and Cultures in a Changing World, 1750 to the present	(15)
HS1013	Great Britain: The State We're In	(15)
AM1004	American History since 1877	(15)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(15)
	Total Semester	**45**

<u>SECOND YEAR</u>

	SEMESTER 1	Credits
HS2400	Perceiving the Past	30
	A 'Varieties of History' module or a Second Year optional module from a choice that will vary from year to year. An indicative list appears above in the Single Subject BA History programme – the list varies from year to year.	15
	Total Semester	**45**
	SEMESTER 2	
HS2500	The Historian's Craft	30
	A 'Varieties of History' module (if a Second Year optional module was taken in Semester 1) or a Second Year optional module (if a Varieties of History module was taken in Semester 1), from a choice that will vary from year to year.	15
	Total Semester	**45**

<u>THIRD YEAR</u>

Third year students take two 45 credit year-long modules

	Semesters one and two	Credits
HS3500	Dissertation	45
HS3765-3776	Special Subject. An indicative list of Special Subjects appears above in the Single Subject BA History programme – the list varies from year to year.	45
	Total Year	**90**

NOTE: The range of these courses varies from year to year according to staffing, and whilst some of the courses currently offered will be running in 2018-19, many others will have changed. There will be new modules, but details of these cannot be known at this stage.

3.   Minor Pathways Module Structure

FIRST YEAR

	SEMESTER 1	Credits
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	15
	Total Semester	**15**

	SEMESTER 2	
HS1013	Great Britain: The State We're In	15
	Total Semester	**15**

SECOND YEAR

	SEMESTER 1	Credits
HS2401	Perceiving the Past	15
	Total Semester	**15**

	SEMESTER 2	
	A 'Varieties of History' module or a Second Year optional module from a choice that will vary from year to year.	15
	Total Semester	**15**

THIRD YEAR

	SEMESTER 1	Credits
	A Third Year optional module from a choice that will vary from year to year	15
	Total Semester	**15**

	SEMESTER 2	
	A Third Year optional module from a choice that will vary from year to year	15
	Total Semester	**15**

NOTE: The range of these courses varies from year to year according to staffing, and whilst some of the courses currently offered will be running in 2018-19, many others will have changed.

History – Major with a Year Abroad

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme by transferring at the end of the first-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first-year modules and the availability of approved modules for completion of the Minor Pathway in the final year. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at one of the same approved partner institutions as for the BA History with Year Abroad. In order to proceed to the fourth year of the course students must pass their year abroad. The year abroad does not otherwise count towards the final classification of the degree.

The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out <u>does not</u> count towards the final classification, but a student must <u>pass</u> all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Degrees will be classified using the same scheme as for three-year programmes.

To take part in the History Erasmus programme students must pass all modules in years 1 and 2, and achieve a minimum average mark of 60 in year 2. They must also have learned the language of the destination country, providing the Office with a language certificate as evidence of satisfactory completion of training through the 'Languages at Leicester scheme' or an appropriate alternative. Failure to meet these criteria will lead to the School recommending transfer to the 3-year degree which the student would otherwise have taken.

Appendix 2: Module specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

Appendix 3: Skills matrix