



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2022/23

Date created: 16/02/2021

Last amended: 05/04/2022

Version no. 1

### 1. Programme title(s) and code(s):

BA History

BA History with a Year Abroad\*

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

#### a) [HECOS Code](#)

HECOS Code	%
100758	100%

#### b) UCAS Code (where required)

V100

### 2. Awarding body or institution:

University of Leicester

### 3. a) Mode of study

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods:

#### BA History

The normal period of registration is 3 years

The maximum period of registration 5 years

#### BA History with Year Abroad

The normal period of registration is 4 years full time

The maximum period of registration 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.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see

<https://le.ac.uk/study/undergraduates/courses/abroad>

### 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.

## 8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Discipline specific knowledge and competencies

- i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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. Analyse historical processes through the assessment of continuity and change over extended time spans. Reflect critically on the nature of history as a discipline.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, team problem solving exercises. 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.

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence. Read, analyse, and reflect critically and contextually upon historical texts and other source materials.	Tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, computer-aided learning, 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.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

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, podcasts, poster presentations.

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

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

### 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](#).

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### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

#### Updates to the programme

Academic year affected	Module Code(s)	Update

[BA History]

**Level 4/Year 1      2021/22**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	30 credits
Optional	n/a	n/a	30 credits

120 credits in total

#### First Year Modules

##### SEMESTER 1

Core modules

Delivery period	Code	Title	Credits
Sem 1	HS1000	Making History	30 credits

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Sem 1	HS1001	Medieval and Early Modern Europe: People, Power, Faith, and Culture	15 credits
Sem 1	HS1002	The Shock of the Modern	15 credits

**Semester Total 60**

## **SEMESTER 2**

### **Core Module**

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Sem 2	HS1100	People and Places	30 credits

### **Optional modules**

**30 credits of approved History modules**

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Semester 2	HS1012	Global History: Connections And Cultures In A Changing World, 1750 to the Present	15 credits
Semester 2	HS1013	Modern Britain: The State We're In	15 credits
Semester 2	HS1017	With Liberty and Justice for All? U.S. History since 1877	15 credits
Semester 2	HS1016	Europe 1861-1991: Emancipation and Subjugation	15 credits

**Semester Total 30**



**Level 5/Year 2      2023/24**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits
Optional	n/a	30 credits	30 credits

120 credits in total

**SEMESTER 1****Core Module**

Delivery period	Code	Title	Credits
Sem 1	HS2400	Perceiving the Past	30 credits

**Option modules****30 credits of approved History options:**

Delivery period	Code	Title	Credits
Semester 1	HS2231	Women and Gender in Medieval and Modern Britain	15 credits
Semester 1	HS2328	Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times	15 credits
Semester 1	HS2329	A World Connected: Welfare, Economy and Government since 1945	15 credits
Semester 1	HS2359	The History of Alcohol in North America, 1650-1950	15 credits
Semester 1	HS2362	Living with Dictatorship: European Societies, 1918-1941	15 credits

Semester 1	HS23xx	Fight the Power! Race, Rights and Protest in the USA, 1865-2008	15 credits
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**Semester Total 60**

## SEMESTER TWO

### Core Module

Delivery period	Code	Title	Credits
Sem 2	HS2500	Becoming the Historical Researcher	30 credits

### Optional Modules

**30 credits of approved History options:**

Delivery period	Code	Title	Credits
Semester 2	HS2027	The Latin World: ancient, medieval and modern	15 credits
Semester 2	HS2211	Class Struggle and the Industrial Revolution	15 credits
Semester 2	HS2236	Histories of Violence	15 credits
Semester 2	HS2307	Madness, Monarchy and Politics in Georgian Britain	15 credits
Semester 2	HS2311	Domestic Revolutions: Women, Men and the Family in American History	15 credits
Semester 2	HS2353	Enter the Dragon: Modern Chinese History, 1839-1989	15 credits
Semester 2	HS2360	History in the Classroom	15 credits

Semester 2	HS2802	Working with History: The Heritage Field Project	15 credits
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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)).

Level 6/Year 3      2024/25

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	45 credits	45 credits
Optional	n/a	15 credits	15 credits

120 credits in total

*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)**

**Core Modules**

Delivery period	Code	Title	Credits
Year long	HS3510	Dissertation	45 credits

**One 45 credit special subject chose from the following:**

Whole year	HS3766	Ideals of Womanhood in 19th Century America	45 credits
Whole year	HS3769	The Holocaust: Genocide in Europe	45 credits

Whole year	HS3774	Cultures of Struggle and Liberation: Twentieth Century Southern Africa	45 credits
Whole year	HS3778	Church, State and Belief in Soviet Russia, 1941-1991	45 credits
Whole year	HS37xx	The Medieval Natural World: an Environmental History	45 credits

**Total 90 credits**

## **SEMESTER 1**

### **15 Credits of approved History options**

Semester 1	HS3627	The Civil Rights Movement, 1945-1968	15 credits
Semester 1	HS3681	You are what you wear? Clothing, fashion and belonging in the modern world	15 credits
Semester 1	HS3688	The Golden Age of Anglo-Saxon Northumbria	15 credits
Semester 1	HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	15 credits
Semester 1	HS3808	Gender, Crime and Deviance in Eighteenth Century Britain	15 credits
Semester 1	HS3810	Abolitionists: Antislavery Activism in Britain and America, 1787-1865	15 credits

**Semester Total 60**

## **SEMESTER 2**

### **15 Credits of approved History options**

Semester 2	HS3614	Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914	15 credits
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Semester 2	HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	15 credits
Semester 2	HS3634	Apocalypse Then: The USA and the Vietnam War	15 credits
Semester 2	HS3662	Crime and Punishment in African American History	15 credits
Semester 2	HS3691	Indigenous Peoples of the Americas, c1350-1650	15 credits
Semester 2	HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	15 credits

Semester Total 60 credits

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 does not count towards the final classification, but a student must pass 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 Year Abroad 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 undergraduate [module specification database](#) (Note - modules are organized by year of delivery).

## Appendix 3: Skills matrix