



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2023/24

Date created: 16/02/2021

Last amended: 16/12/2022

Version no. 1

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

BA History

BA History with a Year Abroad*

BA History with a Year in Industry*

*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

BA History with Year in Industry

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 BA History 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.

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's [standard specification for year in industry programme variants](#).
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

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> |

Year in Industry

[In addition, for the Year in Industry' variants the additional programme outcomes apply](#)

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.

Year in Industry

For the Year in Industry variant, the [additional progression points apply](#)

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.

For the Year in Industry variant, [the additional Special Features apply](#)

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 |
|------------------------|----------------|--|
| 2023/24 | HS1017 | Title changed from "With Liberty and Justice for All? US History since 1877" |
| 2025/26 | | Special subjects changed from 45 credits to 30 credits |

[BA History]

Level 4/Year 1 2023/24

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

SEMESTER 1

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Sem 1 | HS1000 | Making History | 30 credits |
| 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 2

Core Module

| Delivery period | Code | Title | Credits |
|-----------------|--------|-------------------|------------|
| Sem 2 | HS1100 | People and Places | 30 credits |

Optional modules

30 credits of approved History modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| 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 | US History since 1776 | 15 credits |
| Semester 2 | HS1016 | Europe 1861-1991: Emancipation and Subjugation | 15 credits |

Level 5/Year 2 2024/25

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 |

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 |

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)).

For students completing the Year in Industry the additional Preparation Modules will be completed

SEMESTER 1

Core Modules

| | | |
|-------------------|-------------------------|---|
| (Module Code TBC) | Placement Preparation 1 | 0 |
|-------------------|-------------------------|---|

SEMESTER 2

Core Modules

| | | |
|-------------------|-------------------------|---|
| (Module Code TBC) | Placement Preparation 2 | 0 |
|-------------------|-------------------------|---|

Level 6/Year 3 2025/26

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core | n/a | 15 credits | 30 credits |
| Optional | 30 credits | 30 credits | 15 credits |

Students in their third year take-one 30 credit year-long module and two 15 credit options in semester 1 and one 15 credit option in semester 2

Modules spanning the whole year (semesters one and two)

Core Modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|-----------------|------------|
| Sem 1 | HS3505 | Dissertation I | 15 credits |
| SEM 2 | HS3506 | Dissertation II | 30 Credits |

One 30 credit special subject. Choose from the following:

| | | | |
|------------|--------|---|------------|
| Whole year | HS3778 | Church, State and Belief in Soviet Russia, 1941-1991 | 30 credits |
| Whole Year | HS3775 | A Sea of conflict? Christian-Muslim Encounters, c. 1100-c. 1300 | 30 credits |
| Whole year | HS3777 | The Presidency of Franklin D. Roosevelt | 30 credits |

SEMESTER 1

30 Credits of approved History options

| | | | |
|------------|--------|---|------------|
| Semester 1 | HS3627 | The Civil Rights Movement, 1945-1968 | 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 1 | HS3693 | Making Nazis: Propaganda and Persuasion in the Third Reich, 1933-1945 | 15 credits |
| Semester 1 | HS3694 | Diasporas and Migrations in the Modern World | 15 credits |

SEMESTER 2

15 Credits of approved History options

| | | | |
|------------|--------|--|------------|
| Semester 2 | HS3614 | Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914 | 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 |

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)).

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