

Programme Specification
Date amended: December 2003



1. Programme Title(s) and UCAS code(s):

BA History V100

2. Awarding body or institution:

University of Leicester

3. Typical entry requirements:

BBB at A level, including History/300-360 points/International Baccalaureate: Pass Diploma with 34 points

4. Programme aims:

The BA History programme aims 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;
- 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.

5. Reference points used to inform the programme specification:

- QAA Benchmarking statement for history
<http://www.qaa.ac.uk/crntwork/benchmark/history.pdf>
- QAA Subject Review
<http://www.qaa.ac.uk/revreps/subjrev/All/q3-93.htm>
- University of Leicester Learning and Teaching Strategy
<http://www.le.ac.uk/teaching/pdf/strategy/lts2002.pdf>
- University of Leicester Academic Review Report
- First Destination Survey
- Graduate Survey
- External Examiners' reports

6. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
<i>(i) Mastery of an appropriate body of knowledge</i>		
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.
<i>(ii) Understanding and application of key concepts and techniques</i>		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises.
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Tutorials, seminars, independent research, computer practical classes, team problem solving exercises.	
<i>(iii) Critical analysis of key issues</i>		
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.
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.	
<i>(iv) Clear and concise presentation of material</i>		
Present historical problems and arguments in a variety of written and oral formats.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks, seminar presentations, contributions to discussions.
<i>(v) Critical appraisal of evidence with appropriate insight</i>		
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.
Read, analyse, and reflect critically and contextually upon historical texts and other source materials.	Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises.	
<i>(vi) Other discipline specific competencies</i>		
Design, research and present a sustained and independently conceived piece of historical writing.	Independent research, masterclasses.	Independent research projects, dissertations
(b) Transferable skills		
<i>(i) Oral communication</i>		
Demonstrate clarity, fluency and coherence in oral expression of historical issues.	Seminars, tutorials, team problem solving exercises.	Seminar presentations, contributions to discussions.
Participate effectively as a historian in group discussions.	Seminars, tutorials, team problem solving exercises.	

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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(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, contributions to discussions.
Demonstrate clarity, fluency and coherence in written expression of historical issues.	Seminars, tutorials, independent research.	
(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.	Essays, independent research projects, computer-based exercises, problem-based exercises.
(iv) Numeracy		
Analyse historical data using statistical and graphical techniques.	Computer practical classes.	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.
(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.
(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.
(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 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.	Portfolio, curriculum vitae.

7. Special features:

The School of Historical Studies is one of the largest groups of historians in the UK and received a Grade 5 in the Research Assessment Exercise (2001) for research of international standing. Students learning experience is enhanced by the School's strong commitment to developing synergy between its research and teaching activities.

8. Indications of programme quality:

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

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Appendix 1: Outline of Programme Structure

See Undergraduate Regulations

Appendix 2: Skills Matrix

Appendix 3: Module Specifications