



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

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Version no. 1

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### 1. Programme title(s):

MA History

#### Pathways

In addition to the standard MA History programme, the following pathways are available:

MA History (Local History)

MA History (Holocaust & Genocide Studies)

MA History (Urban History)

Postgraduate Diploma in History\*

Postgraduate Certificate in History\*

\* These awards are only available as exit awards, and are not available for students to register onto.

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

HECOS Code	%
[100753]	[100 %]

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

[n/a]

### 2. Awarding body or institution:

University of Leicester

#### 3. a) Mode of study

Flexible/blended learning

#### b) Type of study

Campus-based

### 4. Registration periods:

**[Insert intended award and title]**

The normal period of registration is one year full-time

The maximum period of registration two years full-time

#### **Part Time**

The normal period of registration is two years part-time

The maximum period of registration four years part-time

### 5. Typical entry requirements

Applicants will normally be expected to have achieved a 2.1 (or equivalent) honours degree in the Humanities or Social Sciences. Those with a lower second may be admitted where they have a

demonstrable ability to succeed at MA level. Such applicants may be required to submit a sample of written work as part of the application process. English language requirement: IELTS 6.5 or equivalent, with 6.0 in writing. A sample of written work in English may also be required.

## 6. Accreditation of Prior Learning

[n/a]

## 7. Programme aims

The programme aims to provide students with knowledge and understanding of central themes and issues concerned with the study of history in different periods, contexts and settings and to gain in depth knowledge of a number of specific aspects of the past. It aims to provide students with knowledge, understanding and experience of research methods and practices in history.

They will also develop transferable skills in communication, self-management and planning.

The programme offers further training in historical research skills (e.g. data analysis, [GIS](#)/map analysis, palaeography, [GIS](#), Latin), and the supervisory support necessary to plan and carry out an extended research project to a high standard. It aims to equip students with the research skills needed for historical research at doctoral level.

The programme contains three optional 'pathways' delivered by one of our three internationally- recognised research centres: CUH, ELH, SBC. The pathways aim to provide a thorough grounding in a sub-discipline:

- Local History
- Holocaust and Genocide Studies
- Urban History.

## 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 Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- ESRC Postgraduate Training and Development Guidelines (5<sup>th</sup> edition, 2015)

## 9. Programme Outcomes

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

### a) Subject and Professional Skills

#### i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Advanced knowledge of methodological, practical, theoretical and ethical issues underpinning historical research Advanced knowledge of the literature and sources relating to a specific aspect of the past	Seminars, workshops, directed reading, research seminars, problem solving exercises, dissertation supervision, independent research	Summative and formative assessment including written assignments, group projects, oral and presentations and a dissertation

**ii) Concepts and techniques**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Enhanced understanding of key concepts in historical research	Seminars, workshops, directed reading, research seminars, problem solving exercises, dissertation supervision, independent research	Group projects, written assignments, oral presentation and dissertation
Enhanced understanding of key concepts in historical research	Seminars, workshops, directed reading, research seminars, problem solving exercises, dissertation supervision, independent research	Group projects, written assignments, oral presentation and dissertation

**iii) Critical analysis**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to apply understanding of historiography, methodological and theoretical concepts and research techniques to the relevant sources with rigour and originality	Seminars, workshops, directed reading, research seminars, dissertation supervision, independent research	Oral presentation, dissertation, interactions with supervisor

**iv) Presentation**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to present material coherently in a variety of formats (oral presentation, shorter and extended written assignments, dissertation). Ability to select and organise original material relevant to a research project and to achieve a high standard of written and verbal communication throughout.	Seminars, workshops, research seminars, independent research, dissertation supervision	Written assignments, oral presentation, dissertation

**v) Critical appraisal of evidence with appropriate insight**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Ability to read and critically analyse historiographical and methodological debates in the literature and to assess the relevance of existing research. Ability to select and critically analyse relevant primary source material. Ability to develop and maintain a rigorous and independent inquiry at an advanced level	Seminars, workshops, research seminars, independent research, dissertation supervision	Oral presentation, written assignments, dissertation, interactions with supervisor

**(b) Transferable skills**

**i) Research skills**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<p>Develop a critical awareness of current research and new insights in the relevant research areas Carry out a critical evaluation of literature and primary sources applicable to relevant research areas.</p> <p>Select and synthesise data Communicate findings and conclusions to relevant audiences. Awareness of ethical and practical issues that impact on research.</p> <p>Awareness of the dynamic research environment, in particular accessibility of source material</p>	<p>Seminars, workshops, directed reading, research seminars, problem solving exercises, dissertation supervision, independent research</p>	<p>Summative and formative assessment including written assignments, group projects, presentations and a dissertation Interactions with supervisor</p>

**ii) Communication skills**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<p>Ability to write clearly and concisely in an appropriate scholarly style with effective organisation of content and appropriate scholarly apparatus</p> <p>Ability to structure arguments effectively and present them in writing and orally</p> <p>Ability to write in a range of scholarly formats, for example essay and dissertation.</p> <p>Ability to identify relevant information, critically analyse it and summarise findings succinctly in writing and orally</p>	<p>Seminars and workshops, Dissertation supervision</p>	<p>written assignments, oral presentation, interactions with supervisor, dissertation</p>

**iii) Data presentation**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<p>Ability to gather, select, handle and analyse qualitative and quantitative data.</p> <p>Ability to deliver an oral presentation to an academic audience.</p>	<p>Seminars, workshops</p>	<p>Group project report, dissertation, oral presentation, interaction with supervisor</p>

**iv) Information**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to use information technology to identify and access research resources Ability to use information technology to present research findings effectively	Computer practical classes, tutorials, resource based learning, dissertation supervision	Essays, written reports, dissertation, oral presentation

**v) Problem solving**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to apply critical skills to the identification and solution of original research problems	Dissertation supervision	dissertation

**vi) Working**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to organise and contribute to group activity.  Working effectively with dissertation supervisor	Seminars, workshops, dissertation supervision	Group project report, interaction with supervisor

**vii) Managing learning**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to work independently and manage their own learning. Showing initiative, self-organisation and time-management.	Advice on study skills, e.g. time management and planning assignments.	Regular contact with dissertation supervisor, production of research timetable

**viii) Career**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop the ability to apply the skills and knowledge gained to a range of professional contexts.	Advice on PDP and career options delivered through the personal tutor system. Careers development sessions offered by the New History Lab.	Individual PDP portfolios. Attendance at NHL sessions

**10. Special features:**

This programme is designed to be compatible with a 1+ 3 route to a PhD.

This programme has **three optional pathways**, each providing specialist grounding in a major sub-discipline for which Leicester is renowned: Local History, Urban History, Holocaust and Genocide Studies. Successful students who have completed one of the pathways will graduate with a degree that formally recognizes their specialised training: e.g. 'MA History (Local History)'.

## 10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<p><b>Research-briefed</b></p> <p>Bringing staff research content into the curriculum.</p>	<ul style="list-style-type: none"> <li>• <b>Research-briefed:</b> Staff research is integrated into the curriculum across all modules on the programme. The core module Historical Research, Historical Writing is team taught so that students are introduced to a range of specialisms from across the School. Modules focused on Holocaust and Genocide Studies, Local History and Urban History are directly linked to the School’s world-renowned research centres in these fields. They draw not only on staff expertise, but also specialist library collections in each centre.</li> </ul>
<p><b>Research-based</b></p> <p>Framed enquiry for exploring existing knowledge.</p>	<ul style="list-style-type: none"> <li>• <b>Research-based.</b> The core module Historical Research, Historical Writing involves enquiry into historiographical developments over time (Group Review) and in relation to a selected historical theme (essay). Analysis of existing knowledge is central to all optional modules and is a particular feature of the Directed Reading module in which students work with an expert supervisor on a historical topic of their choice.</li> </ul>
<p><b>Research-oriented</b></p> <p>Students critique published research content and process.</p>	<ul style="list-style-type: none"> <li>• <b>Research-oriented.</b> All History modules involve close engagement and assessment of published scholarship. This is a key element of essays, but it is also practiced through other forms of assessment including presentations and a group review of change over time in a specific academic journal, and through seminar discussions of articles and books. Once again, this culminates in the dissertation, where students assess, critique and advance beyond current scholarship.</li> </ul>
<p><b>Research-apprenticed</b></p> <p>Experiencing the research process and methods; building new knowledge.</p>	<ul style="list-style-type: none"> <li>• <b>Research-apprenticed.</b> The History programme is designed to prepare students to produce their own historical research in the MA dissertation. The core module Historical Research, Historical Writing includes analysis and assignments focused on primary sources, historiography and specific historical skills such as GIS mapping, oral history and media sources research. Primary source research and analysis is also integrated across other core and optional modules. The 15,000-word research dissertation marks the culmination of the programme, when students develop their own research project with guidance from a specialist supervisor. At an early stage of the dissertation module, students deliver a presentation on their plans and ideas that takes the form of an academic conference paper.</li> </ul>

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

The School has a rich culture of extra-curricular research seminars and public lectures, organised by the Centre for Urban History, the Centre for Local and Regional History, the Stanley Burton Centre for Holocaust and Genocide Studies, and the Leicester Medieval Research Centre. These events bring distinguished researchers to campus, and undergraduate as well as postgraduate students are welcome to participate.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The School holds an annual Teaching Away Day as well as termly teaching meetings for the History team to develop ideas around best practice. These events allow for in-depth discussion of teaching, including the interface with research and how we support students to become research-briefed, research-based, research-oriented and research-apprenticed.

### **11. Indications of programme quality:**

Comments from the external examiner's reports (2019-20):

'The range of assessments is very wide, including from primary source comparisons, historiographical reviews, extended source analyses, essays and projects/dissertations. These are calibrated carefully to prepare students for the research tasks requisite for this post-graduate programme. The assessments enable students to practice analytical skills, primary source research techniques, and historiographical analyses

'Overall attainment levels, and standards are very similar to students on comparable programmes. One point worthy of note is that the best work on specialist PGT programmes [pathways] was of a very high standard. Students acquired research skills and completed projects that were highly distinctive, original and worthy of wider dissemination'

'The curriculum is well designed to enable students to achieve the learning outcomes. I particularly like the mixture of theoretical and practical approaches and the emphasis on both local particularities and global connections and comparisons...One can very clearly see the relationship with, and benefits to the teaching of the Research Centres.'

### **12. Scheme of Assessment**

This programme follows the University's regulations governing taught postgraduate programmes (see [Senate Regulations](#)).

### **13. Progression points**

Candidates on the standard MA History degree will complete two core modules (60 credits) in semester 1, two option modules (60 credits) in semester 2, and a dissertation (60 credits).

Candidates on the Local History pathway will complete two core modules (60 credits) in semester 1, one core 'pathway' module and one option module (60 credits) in semester 2, and a dissertation (60 credits).

Candidates on the Holocaust and Genocide Studies pathway will complete two core modules (60 credits) in semester 1, one core 'pathway' module and one option module (60 credits) in semester 2, and a dissertation (60 credits).

Candidates on the Urban History pathway will complete two core modules (60 credits) in semester 1 (including a 'pathway' module), one core pathway module and one option module (60 credits) in semester 2 and a dissertation (60 credits).

Students who are unsuccessful in the dissertation may be awarded a Postgraduate Diploma.

Students who have resubmitted work for taught modules totalling more than 60 credits will not be permitted to proceed to the dissertation, but may resubmit for the award of a Postgraduate Diploma.

#### **14. Rules relating to re-sits or re-submissions:**

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

#### **15. External Examiners**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found here: <https://uniofleicester.sharepoint.com/sites/university/exam-papers/SitePages/Exam-Papers.aspx> [log in required]

### 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.

MA History and pathways

#### Updates to the programme

Academic year	Module	Update
2026/27	HS7500 Directed Reading	New core module. Optional on the Urban History pathway only.
2026/27	HS7037 After the Holocaust	Optional module not offered
2026/27	HS7075 How Buildings Work	Optional module not offered
2026/27	HS7136 Family, Community and Society	Optional module not offered
2026/27	HS7251 The City in History	Optional module not offered
2026/27	HS7022 Mastering Medieval Sources	Optional module not offered
2026/27	HS7311 Religious Conflict and Coexistence	Optional module not offered
2026/27	HS7035 Heritage in the Workplace	New optional module
2026/27	HS7081 Conservation, Heritage and the Urban Environment	New optional module

**Level 7/Year 1      2026/27**

## Credit breakdown

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

## Core modules

Delivery period	Code	Title	Credits
Sem 1	HS7010	Historical Research, Historical Writing	30 credits
Sem 1	HS7500	Directed Reading	30 credits
Year long	HS7000	Dissertation	60 credits

## Option modules (for semester 2)

Delivery period	Code	Title	Credits
Semester 2	HS7035	Heritage in the Workplace	30 credits
Semester 2	HS7026	The Holocaust - A Genocide: Mass Murder in Comparative Perspective	30 credits
Semester 2	HS7135	Landscapes and Identities in Medieval and Early Modern England	30 credits
Semester 2	HS7212	Global Cities in Comparative Perspective	30 credits
Semester 2	HS7035	Heritage in the Workplace	30 credits
Semester 2	HS7501*	Directed Reading	30 credits
Semester 2	HS7081	Conservation, Heritage and the Urban Environment	30 credits

**\*Available as an option to the Urban History pathway only (as other students have taken HS7500 in semester 1).**

### Pathway in Local History

Credit breakdown

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

180 credits in total

Students have the alternative of studying the MA in History with a pathway in Local History: 'MA History (Local History)'. The pathway to be followed consists of the following core and optional modules:

#### Core Module

##### Semester One – Core Modules

Delivery period	Code	Title	Credits
Sem 1	HS7010	Historical Research, Historical Writing	30 credits
Sem 1	HS7500	Directed Reading	30 credits

##### Semester Two – Core Module

Delivery period	Code	Title	Credits
Sem 2	HS7135	Landscapes and Identities in Medieval and Early Modern England	30 credits
Sem 2		History option***	30 credits
Sem 2	HS7000	Dissertation	60 credits

\*\*\* Students on the Black Cultural Archives partnership are required to take HS7035: Heritage in the Workplace as their option choice in semester 2 and will undertake a placement at the Black Cultural Archives.

## Pathway in Urban History

Credit breakdown

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

180 credits in total

Students have the alternative of studying the MA in History with a pathway in Urban History: 'MA History (Urban History)'. The pathway to be followed consists of the following core and optional modules:

### Semester 1 - Core Modules

Delivery period	Code	Title	Credits
Sem 1	HS7010	Historical Research, Historical Writing	30 credits
Sem 1	HS7251	The City in History	30 credits

### Semester 2 – Core Module

Delivery period	Code	Title	Credits
Sem 2	HS7212	Global Cities in Comparative Perspective	30 credits
Sem 2		History option	30 credits
Sem 2	HS7000	Dissertation	60 credits

**HS7500 Directed Reading may be tailored to provide for students on this pathway.**

## Pathway in Holocaust and Genocide Studies

Credit breakdown

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

180 credits in total

Students have the alternative of studying the MA in History with a pathway in Holocaust and Genocide Studies: 'MA History (Holocaust and Genocide Studies)'. The pathway to be followed consists of the following core and optional modules:

### Semester 1 - Core Modules

Delivery period	Code	Title	Credits
Sem 1	HS7010	Historical Research, Historical Writing	30 credits
Sem 1	HS7500	Directed Reading	30 credits

Delivery period	Code	Title	Credits
Sem 2	HS7026	The Holocaust - A Genocide: Mass Murder in Comparative Perspective	30 credits
Sem 2		History option	30 credits
Sem 2	HS7000	Dissertation	60 credits

## Appendix 2: Module specifications

See [module specification database](#) [Login required]