



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2027/28

Date created: 24/02/2021

Last amended: 27/03/2026

Version no. 1

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

MRes History

#### 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

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods:

#### [Full time]

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. In certain cases (for instance older students who may have significant published work already under their belt) evidence of substantial alternative research training might allow acceptance of

a lower degree classification or of those with degrees in other disciplines. 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 turn graduates into researchers by providing the training and individual support necessary to complete an extended piece of historical research. It will 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. Training in historical research methods and skills will be both general and specific, as required for the chosen research project. Students will receive the support necessary to plan and carry out an extended research project to a standard that might form the basis of a publication. The programme also aims to equip students with the research skills needed for historical research at doctoral level.

## 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 (5th 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<br>Advanced knowledge of the literature and sources relating to a specific aspect of the past. | Seminars, workshops, directed reading, research seminars, archival research, problem solving exercises, dissertation supervision, independent research | Summative and formative assessment including written assignments, group projects, oral and presentations and a dissertation |

**ii) Concepts**

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

**iii) Techniques**

| Intended Learning Outcomes                                                                                                              | Teaching and Learning Methods                                                                            | How Demonstrated?               |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------|
| Ability to select and apply methodologies and concepts to the development, execution and communication of an extended research project. | Seminars, workshops, directed reading, research seminars, dissertation supervision, independent research | Oral presentation, dissertation |

**iv) Critical analysis**

| Intended Learning Outcomes                                                                                                                                            | Teaching and Learning Methods                                                                            | How Demonstrated?                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 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 |

v) Appraisal of evidence

| Intended Learning Outcomes                                                                                                                                                                                                                                                                                                                | Teaching and Learning Methods                                                                 | How Demonstrated?                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p>[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.</p> <p>Ability to develop and maintain a rigorous and independent inquiry at an advanced level</p> | <p>Seminars, workshops, research seminars, independent research, dissertation supervision</p> | <p>Oral presentation, written assignments, dissertation, interactions with supervisor</p> |

**b) Transferable skills**

i) Research skills

| Intended Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teaching and Learning Methods                                                                                                              | How Demonstrated?                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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</p> <p>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**

| Intended Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching and Learning Methods                    | How Demonstrated?                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------|
| <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> | Seminars and workshops, Dissertation supervision | written assignments, oral presentation, interactions with supervisor, dissertation |

**iii) Data presentation**

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

**iv) Information technology**

| Intended Learning Outcomes                                                                                                                                                   | Teaching and Learning Methods                                                            | How Demonstrated?                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <p>Ability to use information technology to identify and access research resources</p> <p>Ability to use information technology to present research findings effectively</p> | 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 relationships**

| Intended Learning Outcomes                                                                                | Teaching and Learning Methods                 | How Demonstrated?                                                                    |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------|
| Ability to organise and contribute to group activity.<br>Working effectively with dissertation supervisor | Seminars, workshops, dissertation supervision | Group project report, interaction with supervisor, contribution to research seminars |

**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 management**

| 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.<br>Careers development sessions offered by the New History Lab | Individual PDP portfolios.<br>Attendance at NHL sessions |

**10. Special features:**

This programme is designed to be compatible with a 1+ 3 route to a PhD. It draws on resources developed for the MA in 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 the optional modules offered to MRes students. The 30,000-word research dissertation involves students developing 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:**

This course builds on the existing research training provision for MA History that has received favourable reports from successive external examiners.

Comments from the external examiner's report

'HS7005 [the core module] uses 4 different methods of assessment: Group Posters, 1 essay, Group Presentation and Textual Analysis. This is an impressive mix of teaching and learning methods.'

'The dissertations I read were exceptionally good and in many cases were original pieces of research showing a great degree of enthusiasm and interest.'

'Standards achieved by students on the two programmes which I had examined are comparable to those I am familiar with at the LSE, King's College and University College of the University of London'.

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

This programme follows the University's regulations governing taught postgraduate programmes: <http://www2.le.ac.uk/offices/sas2/regulations/general-regulations-for-taught-programmes>

#### **13. Progression points**

For the award of the MRes candidates will complete the core taught modules (60credits) in semester 1 and successfully complete a dissertation (120 credits). Successful completion of 60 credits of taught modules is required for progression to the dissertation.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

#### **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 Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found here: <https://exampapers.le.ac.uk/> [log in required]

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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

| Academic year | Module                                   | Change                      |
|---------------|------------------------------------------|-----------------------------|
| 2026/27       | HS7500 Directed Reading                  | New core module             |
| 2026/27       | After the Holocaust                      | Optional module not offered |
| 2026/27       | How Buildings Work                       | Optional module not offered |
| 2026/27       | Family, Community and Society            | Optional module not offered |
| 2026/27       | The City in History                      | Optional module not offered |
| 2026/27       | The Holocaust                            | Optional module not offered |
| 2026/27       | Landscapes and Identities                | Optional module not offered |
| 2026/27       | Global Cities in Comparative Perspective | Optional module not offered |
| 2026/27       | Religious Conflict and Coexistence       | Optional module not offered |

MRes History

**Level 7/Year 1      2027/28**

Credit breakdown

| Status   | Year long | Semester 1 | Semester 2  |
|----------|-----------|------------|-------------|
| Core     | n/a       | 60 credits | 120 credits |
| Optional |           | n/a        | n/a         |

180 credits in total

**Curriculum:** All candidates study the compulsory modules listed below.

### Compulsory modules

| Delivery period | Code   | Title                                   | Credits     |
|-----------------|--------|-----------------------------------------|-------------|
| Sem 1           | HS7010 | Historical Research, Historical Writing | 30 credits  |
| Sem 1           | HS7500 | Directed Reading                        | 30 credits  |
| Year long       | HS7450 | Dissertation                            | 120 credits |

## Appendix 2: Module specifications

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