Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

Date created: 16/02/2021 **Last amended:** 23/04/2026 **Version no.** 4

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 or year 2

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 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

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

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.

The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'year in industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in

industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for year in industry undergraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

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.

UNIVERSITY OF LEICESTER

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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	15 credits	15 credits
Optional	n/a	45 credits	45 credits

120 credits in total

SEMESTER 1

Core Module

Delivery period	Code	Title	Credits
Sem 1	HS2401	Perceiving the Past	15 credits

Option modules

45 credits of approved History options:

Delivery period	Code	Title	Credits
Sem 1	HS2238	Global Cities	15 credits
Sem 1	HS2302	Blood, Position and Power: The Nobility of Later Medieval England, 1066-1485	15 credits
Sem 1	HS2329	A World Connected: Economy, Wellbeing and Sustainability since 1950	15 credits
Sem 1	HS2346	Slavery, Abolition and Reconstruction in the United States	15 credits
Sem 1	HS2353	Enter the Dragon: An Introduction to Modern China	15 credits
Sem 1	HS2359	The History of Alcohol in North America, 1650-1950	15 credits
Sem 1	HS2362	Living with Dictatorship: European Societies, 1918-1941	15 credits
Sem 1	HS2369	Digital Histories	15 credits

SEMESTER TWO

Core Module

Delivery period	Code	Title	Credits
Sem 2	HS2502	Becoming the Historical Researcher	15 credits

Optional Modules

45 credits of approved History options:

Delivery period	Code	Title	Credits
Sem 2	HS2027	The Latin World: Ancient, Medieval and Modern	15 credits
Sem 2	HS2307	Madness, Monarchy and Politics in Georgian Britain	15 credits
Sem 2	HS2311	Domestic Revolutions: Women, Men and the Family in American History	15 credits
Sem 2	HS2314	Imperialism and Decolonisation	15 credits
Sem 2	HS2348	Rise and Fall of the Soviet Union	15 credits
Sem 2	HS2360	History in the Classroom	15 credits
Sem 2	HS2368	Fight the Power! Race, Rights and Protest in the USA	15 credits
Sem 2	HS2802	Working with History: The Heritage Field Project	15 credits
Sem 2	HS2803	World's End: Historical Perspectives on Contemporary Environmental Crises	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)).

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

Core Modules

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

Year Long (modules spanning semesters one and two)
One 30 credit special subject. Choose from the following:

Year Long	HS3766	Ideals of Womanhood in 19th-Century America	30 credits
Year Long	HS3768	The British Antislavery Movement, 1787-1833	30 credits
Year Long	HS3771	After Hitler	30 credits
Year Long	HS3777	The Presidency of Franklin D. Roosevelt	30 credits

SEMESTER 1

30 Credits of approved History options

Sem 1	HS3627	The Civil Rights Movement, 1945-1968	15 credits
Sem 1	HS3646	Fourteenth-Century Crisis in England?	15 credits
Sem 1	HS3653	The Death Penalty and its Abolition: A Global History	15 credits
Sem 1	HS3677	Sport and the British	15 credits
Sem 1	HS3681	You are what you Wear? Clothing, Fashion & Belonging in the Modern World	15 credits
Sem 1	HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	15 credits
Sem 1	HS3694	Diasporas and Migrations in the Modern World	15 credits

SEMESTER 2

15 Credits of approved History options

Sem 2	HS3614	Britain's Imperial Economy: Power, Wealth and Colonialism 1830-1939	15 credits
Sem 2	HS3620	What Difference did the War Make? British Society and the Great War, 1900-1939	15 credits
Sem 2	HS3682	Daring to be Free: The Women's Movement, 1850s to 1970s	15 credits
Sem 2	HS3808	Gender, Crime and Deviance in Eighteenth-Century Britain	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 or second-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first and second -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 credit weighted average average of 55% 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 [login required] (Note - modules are organized by year of delivery).

Appendix 3: Skills matrix