

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, and examinations.

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, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises, portfolio, research proposal, group presentations, reflective learning journal, examinations.

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, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentations, examinations.

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.	Seminars, tutorials, team problem-solving exercises.	Essays, essay-based examinations, seminar presentations,

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clarity, fluency and coherence in written expression of historical issues.	Seminars, tutorials, independent research.	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 they will be required to withdraw from the course

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 historians who range from the medieval era to the twenty-first century, with specialisms in British, European, American and global history. In REF 2021, History at Leicester was ranked 2nd in the UK for its research out of 81 History departments, and it achieves excellent results in the NSS for the quality of its teaching.

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 transferable skills to an advanced level.

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

12a. 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>Research-briefed</p> <p>Bringing staff research content into the curriculum.</p>	<ul style="list-style-type: none"> <p>Research briefed: Staff research is integrated into the curriculum across all three years of the programme. In year one, survey modules are team taught so that students are introduced to the full range of specialisms from across the department. Year one’s People and Places module centres on in-depth microhistories closely related to staff research. In the core year two module HS2401 Perceiving the Past, tutors introduce different historical approaches by exploring how they apply to their own field of research. Year two and year three option modules bring staff specialisms into the classroom. The final year dissertation enables students to draw on the expert advice of a supervisor in their field.</p> <p>Research-based. The year one core module HS1111/HS1000 Making History involves a framed enquiry into current research in a specific field (Bibliographic Exercise), and year two’s HS2401 Perceiving the Past embeds a research activity on a case of debated heritage (Contested Heritage Panel). In HS2500 Becoming the Historical Researcher students begin to frame their own dissertation research project, preparing the ground for the year three dissertation by exploring existing knowledge.</p> <p>Research-oriented. All History modules involve close engagement and assessment of published scholarship. This is a key element of essays, but it is also practiced through a group podcast on a major historical debate (HS1016 Europe), through article critiques, and through seminar discussions of articles or books. Once again, this culminates in the final year dissertation, where students assess, critique and advance beyond current scholarship.</p> <p>Research-apprenticed. The History programme is designed to prepare students to produce their own historical research in the final year dissertation. We begin in year one with an Online Research and Reflection Activity in HS1111/HS1000 and with close study of primary sources in tutorials and on HS1100 People and Places. On HS2500 Becoming a Historical Researcher, students develop a Research Project Proposal in discussion with an academic expert. In year three Special Subjects, three-hour classes involve intensive scrutiny of primary sources with related assignments: a Source-based Analysis and a Document Test. Finally, the 10,000-word research dissertation in year three marks the culmination of the programme, when students (with guidance from a specialist supervisor) become independent researchers in their own right.</p>
<p>Research-based</p> <p>Framed enquiry for exploring existing knowledge.</p>	
<p>Research-oriented</p> <p>Students critique published research content and process.</p>	
<p>Research-apprenticed</p> <p>Experiencing the research process and methods; building new knowledge.</p>	

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.

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](#).

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2026/27

Date created: 16/02/2021

Last amended: 27/03/2026

Version no. 1

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	Update
2026/27	HS1111 Making History	Was 15 credits, now 30 credits
2026/27	HS1002 The Shock of the Modern	Core module removed
2026/27	HS1001 Medieval and Early Modern Europe	Core module removed
2026/27	HS1110 People and Places	Was 15 credits, now 30 credits
2027/28	HS2xxx The Shock of the Modern	New 30 credit core module
2027/28	HS2xxx Medieval and Early Modern Europe	New core module
2027/28	HS2500 Becoming the Historical Researcher	Was 15 credits, now 30 credits
2027/28	Year 2 Semester 1 is all core	

BA History

Level 4/Year 1 2026/27

Credit breakdown

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

120 credits in total

SEMESTER 1

Core modules

Delivery period	Code	Title	Credits
Sem 1	HS1111	Making History	30 credits
Sem 1	HS1016	Europe, 1861-1991: Emancipation and Subjugation	15 credits
Sem 1	HS1017	With Liberty and Justice for All? US History since 1776	15 credits

SEMESTER 2

Core Modules

Delivery period	Code	Title	Credits
Sem 2	HS1012	Global History: Connections and Cultures in a Changing World, 1750-Present	15 credits
Sem 2	HS1013	Modern Britain: c1700-Present	15 credits
Sem 2	HS1100	People and Places	30 credits

Level 5/Year 2 2027/28

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	HS2401	Perceiving the Past	15 credits
Sem 1	HS2XXX	The Shock of the Modern	30 credits
Sem 1	HS2XXX	Medieval and Early Modern Europe: People, Power, Faith, and Culture	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
Sem 2	HS2027	The Latin World: Ancient, Medieval and Modern	15 credits
Sem 2	HS2238	Global Cities	15 credits
Sem 2	HS2328	Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times	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	HS2802	Working with History: The Heritage Field Project	15 credits
Sem 2	HS2803	World's End: Historical Perspectives on Contemporary Environmental Crises	15 credits

Level 6/Year 3 2028/29

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:

Delivery period	Code	Title	Credits
Year Long	HS3771	After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990	30 credits
Year Long	HS3774	Cultures of Struggle and Liberation: Twentieth Century Southern Africa	30 credits
Year Long	HS3777	The Presidency of Franklin D. Roosevelt	30 credits

SEMESTER 1

30 Credits of approved History options

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	HS3682	Daring to be Free: The Women's Movement, 1850s to 1970	15 credits
Sem 1	HS3694	Diasporas and Migrations in the Modern World	15 credits
Sem 1	HS3699	The Making of a Nation: India and the British Empire 1857-1947	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	HS3627	The Civil Rights Movement, 1945-1968	15 credits
Sem 2	HS3653	The Death Penalty and its Abolition: A Global History	15 credits

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

BA History with Year Abroad

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 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 of 55% in year 2 (They may also be required to learn 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).