



**UNIVERSITY  
OF LONDON**

# Programme Specification 2022–2023

## History

BA  
Individual modules

**Important document – please read**

## Table of Contents

Important information regarding the Programme Specification .....	2
Programme title and qualifications .....	4
Entrance requirements .....	7
Educational aims and learning outcomes of the programmes .....	9
Learning, teaching and assessment strategies .....	10
Assessment methods .....	11
Student support and guidance .....	11
Quality evaluation and enhancement.....	12
After graduation .....	13



## Important information regarding the Programme Specification

**Last revised: 17 June 2022**

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this Programme Specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* tab in the [Student Portal](#); otherwise the *Contact Us* button on each webpage should be used.

### Terminology

The following language is specific to the History programme:

**Module:** individual units of the programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. Modules on the History programme are worth 15 or 30 credits.

**Stage:** the BA has three stages, 1, 2 and 3. These are significant in that there are rules for progressing from one stage to the next and that Stage averages are used to determine the classification of your degree.

### Key revisions made

Programme Specifications are reviewed annually. The relevant committee of Royal Holloway, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

### Programme withdrawal

Notice of the programme's closure is given and the final intake of new students joined the programme in 2021–2022. Final assessments will take place in 2027, after this point it will not be possible to take or retake an assessment for the History programme.

### Significant changes made to the Programme Specification 2022–2023:

The following changes have been made to the History programme for 2022–2023:

- The terminology used for individual units of the programme has changed from 'course' to 'module'.
- The minimum computer requirements for entry have been updated.

## **Alternative assessments during the Coronavirus (COVID-19) outbreak**

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

## Programme title and qualifications

Undergraduate degrees of the University of London are awarded with Honours. The award certificate will indicate the level of the academic performance (Honours) achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed module assessments.

The standard classification system for Bachelor's degrees with Honours is:

First Class; Upper Second Class; Lower Second Class; Third Class.

A Pass Degree or Ordinary Degree is a degree without Honours.

Specific rules for the classification of awards are given in the [Programme Regulations](#) under Scheme of Award.

### Programme title

History

### Qualification

Bachelor of Arts Honours degree in History

### Exit qualifications

The exit qualifications for this programme are:

- Diploma of Higher Education in History
- Certificate of Higher Education in History

Students cannot register for the Certificate of Higher Education or the Diploma of Higher Education because they are granted as exit qualifications only. Students who, for academic or personal reasons, are unable to complete the 360 credits required for the BA award may exit with the successful completion of 120 or 240 credits and be awarded a Certificate of Higher Education or Diploma of Higher Education respectively.

Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not normally be permitted to continue their study of the same qualification with the University of London.

Full details of the Scheme of Award are included in the [Programme Regulations](#).

### Individual modules

There is also provision for an individual module of the programme to be studied on a stand-alone basis.

### Qualification titles may be abbreviated as follows:

Bachelor of Arts – BA

Diploma of Higher Education – DipHE

Certificate of Higher Education – CertHE

### Level of the programme

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualifications are placed at the following Levels of the FHEQ:

- BA Level 6
- DipHE (exit qualification) Level 5
- CertHE (exit qualification) Level 4

The individual module is offered at Level 4.

### Relevant QAA subject benchmark

See the [QAA website](#) for information:

The latest [QAA subject benchmark statement](#) for bachelor's degrees with honours in History was published in December 2019.

### Awarding body

University of London

### Registering body

[www.london.ac.uk](http://www.london.ac.uk)

University of London

### Academic direction

Royal Holloway, University of London

### Accreditation by professional or statutory body

Not applicable

### Language of study and assessment

English

### Mode of study

Distance and flexible study

### Programme structures

The History programme has its own internal module and level descriptors. These are given beside the FHEQ level equivalencies below. Because there is a choice at each stage all modules can also be described as optional/elective:

- FHEQ Level 4: Foundation and Gateway modules
- FHEQ Level 5: Group A modules
- FHEQ Level 6: Group B, Group D and Group E modules

The BA degree consists of 14 modules divided into three stages:

- Stage 1 – 120 credits consisting of four 15 credit Foundation modules plus two 30 credit Gateway modules chosen from lists of options.
- Stage 2 – 120 credits consisting of three 30 credit Group A modules and one 30 credit Group B module chosen from a list.
- Stage 3 – 120 credits consisting of a combination of 30 credit Group B modules, 30 credit Group D modules and 30 credit Group E modules, chosen from lists of options, subject to rules in the Programme Regulations.

The DipHE consists of at least 240 credits as follows:

- no more than 120 credits at Stage 1, and
- at least 120 credits at Stage 2 or above.

The CertHE consists of 120 credits as follows:

- at least 120 credits including at least 90 credits at Stage 1 (Foundation or Gateway) or above.

### Maximum and minimum periods of registration

The maximum and minimum period of registration, from a student's effective date of registration, are:

Qualification	Minimum	Maximum
BA	Three years*	Six years
Individual module	One year	Two years

\*This period may vary if recognition of prior learning is permitted.

Final assessments for History will take place in 2026–2027, after which the programme will close. It will not be possible to take or re-take any assessments after this.

Study materials are made available after registration and on payment of the applicable fee.

### Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the History programme, credits are assigned to the modules as follows:

All Foundation modules are FHEQ Level 4 and worth 15 UK credits or 7.5 ECTS credits.

All Gateway modules are FHEQ Level 4 and worth 30 UK credits or 15 ECTS credits.

All Group A modules are FHEQ Level 5 and worth 30 UK credits or 15 ECTS credits.

All Group B, D and E modules are FHEQ Level 6 and worth 30 UK credits or 15 ECTS credits.

One UK credit equates to a notional ten hours of study.

### Recognition of Prior Learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto this programme of study.

Where the prior learning covered a similar syllabus when studied elsewhere, credit will be awarded as if you took the University of London module.

See the [General Regulations](#) (Section 3) and [Programme Regulations](#) for more rules relating to prior learning.

For this programme the University of London may recognise your prior learning and award you credit towards the qualification up to a maximum of 120 credits.

Further information on recognition of prior learning is on the [website](#).

## Entrance requirements

The entrance requirements for the History programme are set out in detail on the programme web page under the [Entry requirements tab](#).

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

We consider qualifications from around the world. Details are available [here](#) and in the [Qualifications for Entrance](#) schedule

### General entrance requirements for Undergraduate Degrees

#### Age:

Applicants must normally be at least 17 years of age on or before 30 November in the year of registration.

#### Qualifications:

Applicants must

- have passed qualifications that satisfy category G in the Qualifications for Entrance schedule;
- meet any additional programme-specific entrance requirements; and
- satisfy English language requirements.

### English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under the [Entry requirements tab](#).



Additional information on English language proficiency tests are given on the [website](#).

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

### Internet access and computer specification

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems.

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on your programme of study).

The computer must have at least the following minimum specification:

- Windows: 7, 8, and 10 on 64-bit platforms (Windows 10 recommended)
- macOS: OS X 10.14 and higher
- CPUs newer than 2011 (Intel Sandy Bridge or newer)
- OpenGL 2.0 graphics driver
- Local storage for the recording of proctored examinations (75MB per hour)
- Web camera & microphone (internal or external)
- A broadband internet connection (minimum of 0.15Mbps upload speed)

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);
- a PDF reader (for example, Adobe);
- software for playing mp3 and mp4 files.

### Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking assessments, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see [Inclusive Practice Policy](#).

## Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the [website](#).

## Educational aims and learning outcomes of the programmes

### Educational aims

The main educational aim of this programme is to offer a challenging, flexible scheme of study invigorated by research, which advances students' powers of engagement with a range of historical and cultural periods. The programme provides an insight into a range of approaches from the traditional to the most modern, all informed by the latest scholarship in the field. In the BA programme there is a natural progression from the Foundation and Gateway modules to the Group A, B, D and E modules. The Foundation and Gateway modules at Stage 1 provide an essential introduction to a variety of approaches, methods and subjects. These modules are designed to equip students with the preliminary practical and intellectual skills necessary for progression to the next level.

At Stages 2 and 3 there is an increasing element of choice in subject matter and disciplinary areas of study. Modules would normally be expected to increase in difficulty at higher levels. At Stage 3 the selection rules allow students to be assessed in a subject by timed written examination combined with coursework, and/or a dissertation, allowing a greater flexibility in approach and study patterns.

The programme aims to:

- give a sound and extensive basis for the study of History, meeting the general requirements of the subject benchmarking statement in the development of knowledge, understanding, and intellectual, discipline-specific and key skills;
- provide a flexible and progressive structure in which students are able to gain knowledge, understanding and appropriate research skills;
- produce graduates with a range of personal attributes relevant to the world beyond higher education, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

### Learning outcomes: subject-specific knowledge and understanding

The programme is designed to allow students to develop and demonstrate that they understand:

- the concepts of continuity and change over an extended time span;
- the concepts of continuity and change across more than one society and culture;
- the broad range of historical issues and events, illustrating the scope of the subject and the different approaches that may be employed in understanding or interpreting them;
- the complexity and variety of situations, events and past mentalities;

- the significance of cultural, social, economic, political, factors in initiating and/or influencing a range of important historical issues and events;
- the role of key individuals, groups and institutions in initiating and/or influencing a range of important historical issues and events;
- the key sources of evidence and methods of enquiry employed in historical research;
- the diversity of specialisms in the discipline.

Additionally, it is intended that students who take the dissertation will demonstrate a deep knowledge in a subject area.

### **Learning outcomes: intellectual and transferable skills**

Students are expected to:

- understand human behaviour in the context of the past;
- interpret source material from the period studied;
- gather, sift and interpret evidence;
- read, interpret and evaluate a variety of historical texts;
- construct and use historical databases;
- demonstrate the capacity for independent thought and study skills necessary for the written presentation of arguments and debate;
- use IT skills, including word-processing and conducting on-line searches;
- demonstrate the discipline to meet deadlines.

Additionally, students who take the dissertation at Stage 3 will demonstrate an ability to plan, gather data, reason and produce a well-structured report.

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## **Learning, teaching and assessment strategies**

The Virtual Learning Environment (VLE) allows a student to access subject guides for each module studied. These introduce the topic within the syllabus and should be used alongside the recommended reading. The online guides consist of lessons, activities and assignments. They show the student how to approach a topic using primary and secondary resources in an organised and productive manner.

Advice and practical information such as study techniques, planning, preparation for assessment is available in the [Programme handbook](#). Students manage their own learning. The subject guides include tools to assist students in the development of the skills of information search, comprehension and analysis and the generation of original and thoughtful texts.

Assessment strategies vary according to the material involved in the modules. Unseen written examinations and coursework are used to assess modules and these are structured to allow students to demonstrate that they have acquired the appropriate knowledge and understanding. The way that students pursue original thoughts and ideas, and question opinions and the organisational skills used to structure answers, allows the standard of intellectual and transferable skills to be assessed.

The dissertation allows students to demonstrate a depth of knowledge and an ability to plan, gather data, reason and produce a well-structured report.

Assessment criteria for the programme will indicate the level at which these skills have been achieved.

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### Assessment methods

In line with our [General Regulations](#), the University may offer students alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres.

15 credit modules are assessed by two coursework elements each worth 10% of the overall module mark, in addition to a two-hour unseen written examination worth 80% of the overall module mark.

30 credit modules are assessed by either a dissertation, or two coursework elements each worth 10% of the overall module mark, in addition to an unseen written examination worth 80% of the overall module mark. The length of the examination depends on the Stage of the module.

The written examinations take place on one occasion each year, normally commencing in May. Written examinations are held at established centres worldwide.

### Individual modules

A student may choose whether or not to be formally assessed in the credit-bearing individual module for which they are registered. Students who choose to be formally assessed will be examined in the same way as students studying for a qualification.

Full details of the dates of all examinations are available on the [website](#).

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### Student support and guidance

The following summarises the support and guidance available to students:

- [Student Portal](#): for accessing student induction, study skills support, careers and employability resources, student wellbeing advice.
- The Virtual Learning Environment (VLE): This gives access to materials (including lessons, activities and assignments) for each module studied.
- The VLE also includes a range of additional study resources such as:
  - Online student café and discussion areas which allow students to communicate with each other.
  - Past examination papers and Examiners' commentaries; these provide generic feedback from assessment.
- [Student Guide](#): This provides information which is common to all students and gives guidance on a range of issues from the start of a student's relationship with the University of London through to their graduation.

- Core textbooks are provided; others should either be bought or borrowed from a library.
- [Programme Handbook](#): This tells students how to access available resources and assessment and examinations procedures.
- Module subject guides for each module studied; these introduce and develop the topics.
- [Programme Regulations](#)
- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- University of London library: Registered students may use the resources located within the Senate House library.
- A University of London email account and web area for personal information management

There is further information on support and guidance in the [Programme Handbook and Student Guide](#).

## Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institution. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and, for each programme, [programme-specific regulations](#).

### Award standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

### Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;



- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;

Improvements are made as necessary to ensure that systems remain effective and rigorous.

### **Student feedback and engagement**

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

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## **After graduation**

### **Further study**

Successful completion of the programme can allow students to progress to a higher level qualification in the subject area.

### **Graduate employment routes**

As well as providing a firm foundation for postgraduate study and research, and History-related careers, this degree programme will provide skills that are transferable to a wide variety of employment positions. In recent years graduates have found employment in accountancy, the law, teaching, the music business, the police, the army, retail and personnel management, market research, computer programming, landscape gardening, publishing and journalism.

### **The Alumni Community**

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)