



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## BAH History

Course Code: HSTBH

2026/27

# BA (Hons) History (HSTBH)

## Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 10/2025

### General Information

<b>Award</b>	Bachelor of Arts (with honours) History
<b>Contained awards</b>	Bachelor of Arts History (Level 6) Diploma of Higher Education History (Level 5) Certificate of Higher Education History (Level 4)
<b>Awarding body</b>	Leeds Beckett University
<b>Level of qualification and credits</b>	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
<b>Course lengths and standard timescales</b>	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none"><li>• 3 years (full time, campus based)</li><li>• 6 years (part time, campus based)</li></ul>
<b>Part time study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. PT students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
<b>Location(s) of delivery</b>	The majority of teaching will be at City campus but on occasion may be at Headingley campus.  The majority of teaching will be at Headingley campus but on occasion may be at City campus.
<b>Entry requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer

are located here: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/>

Admissions enquiries may be directed to:  
[AdmissionsEnquiries@leedsbeckett.ac.uk](mailto:AdmissionsEnquiries@leedsbeckett.ac.uk).

### **Course fees**

Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.

Fees enquiries may be directed to [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

### **Policies, Standards and Regulations**

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

### **Professional Accreditation or Recognition Associated with the Course**

#### **Professional body**

N/A

#### **Accreditation/recognition summary**

N/A

### **'In Year' Work Placement Information**

#### **Summary**

The course contains a modular placement.

#### **Placement Delivery**

Students are responsible for obtaining their own placement, with assistance from the University.

The optional Level 6 module, 'Career Cartographies: work-integrated learning in the Humanities' involves 80 hours work placement.

#### **Location**

The locations will vary, dependent on the opportunity.

## Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

## Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## Key Contacts

### Your course director

Dr Rachel Rich  
[R.Rich@leedsbeckett.ac.uk](mailto:R.Rich@leedsbeckett.ac.uk)

### Your course administrator

The name of your Course Administrator/s will be confirmed during induction. Their contact details are:  
[HistoryAdmin@Leedsbeckett.ac.uk](mailto:HistoryAdmin@Leedsbeckett.ac.uk)

## Course Overview

### Aims

The aims of the programme are to:

The course is organised along the following four thematic strands:

- British History: Themes addressed on this strand include: urbanization, gender relations, class and its relevance, race and ethnic identities, environmentalism, criminality and youth culture;
- European History – This strand examines the rise of Europe and European ideas to global prominence over the last 500 years, with an emphasis on the nineteenth and twentieth centuries;
- The Wider World – This strand explores the relationship between the West and the Wider World, with focus on cultural encounters between peoples of European and non-European ancestry over the past 500 years. Areas of study include: European contact with native peoples in the Americas, Africa, the Indian subcontinent, and Australasia; migration to and within Europe; the relationship between Britain and its Empire; American hegemony and its discontents; Globalisation;
- Working with The Past – Our public history strand offers students opportunities to engage with history in the ‘real world’, especially with regard to how history is consumed by the public though

such things as displays in museums, films, and other media. This strand also has a strong emphasis on local Yorkshire history.

Once enrolled on the course, students study three 20-credit modules per semester. Each module involves a combination of lectures and seminars, with further tutorial contact hours with module instructors. Outside class, students are expected to do independent reading, research and preparation related to the modules they are studying. In developing the new content and structure of the course, we have taken into consideration student feedback gleaned from focus groups, module evaluations, and the NSS.

We have used this evidence base to continually enhance our teaching and learning. In recent years we have brought in more long seminars (90 minutes or two hours); we have reduced the number of exams used in assessment; we have expanded the diet of assessment to introduce students to a wider range of skills; and we have introduced an engagement component to our Level 4 assessment in response to student concerns about the seminar experience.

Our feedback shows that students were supportive of the introduction of optionality at Level 5, and the introduction of an optional live brief employability module, along with an option module at Level 6 enabling them to apply their knowledge and skills in a work-based environment and plan future career paths. We have also introduced opportunities for students to study optional interdisciplinary modules, where they are taught in conjunction with students from other subject groups (for example, Media and English Literature) within the School of Humanities and Social Sciences.

As part of the course, students will encounter varied forms of assessment that may include: extended essays, timed exams, presentations, poster displays, museum reports, blog writing, podcasting and assessed engagement. Taken together, the wide range of modes of assessment develops and measures students' abilities to think, speak and write critically, to reflect on the discipline and their own practice of it, to work both independently and as part of a group, to manage their time and operate as professionals within the discipline. At the same time, students will be encouraged to acquire skills in digital information retrieval and the production of material using a range of digital platforms including the MyBeckett VLE, PowerPoint, WordPress and others.

### Course learning outcomes

At the end of the course, students will be able to:

1	Engage with the range of activities associated with undergraduate study, including seminar preparation and participation, reflecting on historical topics and approaches, and the use of digital platforms such as the university's library search tools and Virtual Learning Environment (VLE).
2	Have developed critical thinking skills, demonstrated, for example, through essay writing or presentations, in-class debates, or the analysis of primary and secondary source materials.

3	Conduct independent research, with appropriate supervision, demonstrating the ability to identify and retrieve and analyse source materials relevant to the course, and reference them appropriately.
4	Have developed excellent communication skills, using appropriate media for the task and audience. This can include both oral and written communication, aimed at a range of audiences (academic and non-academic), using a range of digital media where appropriate.
5	Have acquired knowledge of a range of topics in modern history (c. 1750-present), to demonstrate an understanding of both change over time, and histories of diverse people and places. Students will have acquired knowledge of some combination of British, European, wider world, digital, and public histories.
6	Have acquired a range of transferable skills, though either coursework or placement work, including creative problem solving, and the skills of research, analysis, and communication as outlined above.

## Teaching and Learning Activities

### Summary

Lectures and seminars will be delivered in person. Additional learning resources will also be provided online via our Virtual Learning Environment. The course is delivered through a range of learning and teaching activities that build student knowledge both horizontally (in terms of the breadth of historical subject matter covered each year) and vertically (in terms of building depth of knowledge year on year). This is in line with the expectations set out in the QAA History benchmark statement which stipulates the importance of time depth and geographic range (section 4, points 4.2 and 4.3). The Benchmark statement also highlights the importance of progression (section 5, point 5.1), something which occurs in our degree as students move through the learning pathway, deepening their understanding and critical awareness (see Benchmark Statement point 4.5).

Most modules offer a weekly lecture followed by a seminar (large-group and small-group teaching). Lectures are a space in which concepts and methods are introduced; seminars are the space in which students can learn to apply them by testing their points of view in guided discussion. Where academic content and good educational practice make it appropriate, student learning may be facilitated through a range of digital technologies. Delivery is also supplemented where appropriate with other forms of inclusive learning such as group projects, web reviews, and museum, archival and library visits (all fully accessible) to hone students' research skills and employability. This structure is underpinned by a range of authentic assessments, culminating in the writing of an extended piece of work, the dissertation or working with the past major project, at Level 6. This fits with the Benchmark Statement, which notes the importance of 'an extended piece of work' (point 4.7).

A great deal of learning also goes on outside the traditional classroom format. At Level 4, our engagement component rewards student for using learning resources, in the library and online, to prepare for seminars.

The library supports us in providing an ever-increasing range of digital resources, including eBooks which are now acquired through a responsive system in which student demand leads to acquisition. Digital resources are increasingly central to historical research, but are particularly a feature of our teaching and learning philosophy as they create an inclusive learning environment in which students can continue to engage with materials on days when they are not present on campus or in the library. This commitment to inclusivity goes beyond the digital format, to informing the content of our reading lists and our commitment to teaching students to think critically about difference, and to draw on their own range of experience when learning about the past.

Our approach to teaching and learning is rooted in an understanding of history as a problem-solving discipline, so our students encounter a range of authentic assessments including project-based learning, poster design, group-work tasks, and 'live' project briefs. Active learning, in lectures, seminars, and assessments, is key to keeping students engaged. Students are also supported by the academic advisor system in which students have access to a personal advisor, and by a system of staff consultation hours to ensure that individual students can receive tutorial support in relation to any given module. Level 6 dissertations/major projects are taught exclusively via a one-to-one tutorial system with a research-active member of staff.

## Your modules

This information is correct for students progressing through the programme within standard timescales. Part-time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

## Level 4

### *Compulsory modules*

Module title	Credits	Semester/ teaching period
Emergence of Modern Europe	20	1
Trade, Colonisation and Empire	20	1
Society and Culture in Modern Britain, c.1780-1914	20	1
Century of Conflict? War and Peace in Europe, 1914-c.2000	20	2
Migration and Cultural Encounters	20	2
The Public and the Past	20	2
Number of credits of compulsory modules	120	

## Level 5

### *Compulsory modules*

Module title	Credits	Semester/ teaching period
History: Theory and Practice	20	2
Number of credits of compulsory modules	20	

### *Option modules*

Level 5 options are not all offered in every year. Rather, this is the full list of modules, from which students will be offered a choice of 3 from 4 in Semester one and 2 from 4 in Semester two. In semester two all students must take the core module, History: Theory and Practice. Thus this list should be taken as indicative, given that we cannot guarantee that a specific module will run in a given year due to issues affecting staff availability such as research leave.

\*Semesters will be confirmed on a year-by-year basis unless otherwise indicated.

Module title	Credits	Semester/ teaching period
Atlantic Revolutions	20	1 or 2*
Digital History	20	1 or 2*
Everybody Hurts: Health, Disability and Wellbeing	20	1 or 2*
Genocide and the Politics of Memory	20	1 or 2*
Professional Project Workshop	20	2
Slavery and Unfree Labour in the British Empire: Comparative Case Studies	20	1 or 2*
Swinging Britain: Turned on and Tuned in to the Sixties	20	1 or 2*
Thatcher's Britain	20	1 or 2*
Totalitarianism: State Ideology and Mass Politics in the Twentieth Century	20	1 or 2*
War, Welfare and Society: Modern Britain, c. 1900-1950	20	1 or 2*
Number of credits of option modules a student should choose	100	

## Level 6

### *Compulsory modules*

Module title	Credits	Semester/ teaching period
Dissertation OR	40	1 and 2
Working with the Past Major Project	40	1 and 2
Number of credits of compulsory modules	40	

## Option modules

\*Semesters will be confirmed on a year-by-year basis unless otherwise indicated.

Module title	Credits	Semester/ teaching period
Students choose four of:		
Apartheid and After: Twentieth-Century South Africa	20	1 or 2*
Britishness: Nation and Society since 1707	20	1 or 2*
Britons Abroad: Histories of Overseas Travel and Holidaying, c. 1750-1970	20	1 or 2*
'Career Cartographies': work-integrated learning in the Humanities	20	1
Communist Eastern Europe 1945-1990: Peeking Behind the 'Iron Curtain'	20	1 or 2*
Mediating Modernities: Visual Culture and Urban Space c.1850-1989	20	1 or 2*
People's War': Understanding the British Home Front, c.1939-45	20	1 or 2*
Prison Nation: Punishment, Power and Protest in the United States	20	1 or 2*
Public History Project	20	1 or 2*
Reformers, Radicals and Revolutionaries: Britain and Ireland, 1789-1922	20	1 or 2*
Restaurants, Roundabouts and Revolutions: Paris in the Nineteenth Century	20	1 or 2*
Streetlife: Urban Culture and Society Since c.1850	20	1 or 2*
The Four Seasons of Modern Italy: Nationalism, Liberalism, Fascism, Democracy	20	1 or 2*
Number of credits of option modules a student should choose	80	

## Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### Assessment

#### Level 4

Level 4 is assessed by coursework predominantly, with some practical assessments.

### **Level 5**

Level 5 is assessed by coursework predominantly, with some examinations and practical assessments.

### **Level 6**

Level 6 is assessed by coursework predominantly, with some examinations and practical assessments.

### **Workload**

<b>Overall Workload</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
Teaching, learning and assessment	180 hours	180 hours	174 hours
Independent study	1020 hours	1060 hours	1026 hours
Placement	-	-	80 hours (on Career Cartographies only)