



Course information for applicants

This information applies to the course as it will be delivered to students starting the course in 2027/28.

Information provided here was confirmed on 24/09/2026

General information

Programme code

HSTBH

Target award

If you complete this course successfully you will be eligible for the award of:

BA (Hons) History

Delivery mode

- ☒ On campus
☐ Distance learning

Where you will study

The majority of teaching will be at City campus but on occasion may be at Headingley campus.

Awarding body

Leeds Beckett University

Regulator

Office for Students

Level of qualification

Level 6 of the Framework for Higher Education Qualifications

Course duration

If you are made an offer of a place on the course, your offer letter will include the start date.

This course can be studied:

3 years full-time

6 years part-time

Part-time study

This course can be studied part-time.

If you study the course part-time, it will usually take twice as long to complete compared with the equivalent full-time course. The modules may be delivered in a different sequence than on the full-time course, but you will study the same modules at each academic level. With the agreement of the course team, you may be able to increase your pace of study to shorten the overall course duration.

As a part-time student, you will not usually have the option of a work placement.

Work placement

This course includes an optional placement module(s).

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

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

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

The locations will vary, dependent on the opportunity.

Entry requirements

Admissions criteria are available on the online prospectus entry for this course.

If you have previous relevant qualifications or experience, you could be exempt from certain parts of your course. Recognition of prior learning (RPL) allows you to start your course at a point appropriate to the learning and skills that you may have developed in a professional, vocational or community setting.

Find out more here: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning>

If you have questions about entry requirements and admissions, contact AdmissionsEnquiries@leedsbeckett.ac.uk

Course fees

Course fees and a breakdown of any additional costs is included on the online prospectus entry for this course.

If you have questions about fees for this course, contact Fees@leedsbeckett.ac.uk

Timetable

You will receive your full timetable for the year during induction week.

What you will study

Course aims

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 through 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.

Teaching and learning activities

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.

Course structure

This information is correct for students progressing through the course within standard timescales. If you have to repeat study or take time out during your course, you may be taught alternative modules which meet the overall course learning outcomes.

The option modules listed may vary. Those listed here are likely to be offered in a typical year.

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
Total number of credits of compulsory modules:	120	

Level 5

Compulsory modules

Module title	Credits	Semester/teaching period
History: Theory and Practice	20	2
Total 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*
Total number of credits of elective modules a student must enrol on:	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
AND		
'Career Cartographies': work-integrated learning in the Humanities OR	20	1
Public History Project	20	1
Total number of credits of compulsory modules:	60	

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*
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*
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*
Total number of credits of elective modules a student must enrol on:	60	

Assessment and feedback

The balance of assessment may change depending on which option modules you choose.

Level 4

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

Level 5

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

Level 6

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

Workload

You can expect to spend a total of 100 hours learning per 10 credits.

Typically, a student on this course can expect to divide their time like this:

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