

Royal Holloway, University of London
Course specification for an undergraduate award
BA History (V100)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in BA History is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The degree 'with an International year' comprises an extra-curricular year between the second and third stages which contributes to the final marks of students on the four year course. The courses are characterised by clear academic and intellectual progression and by opportunities for specialisation throughout, including the possibility of taking modules offered by other History departments within the University of London. The first stage of the courses provides both a stimulating general introduction and lays the foundations for later, more specialised, study. In stage two, you explore periods and themes of history in greater depth, with the opportunity to undertake guided independent research or study. In the third stage, you follow modules which closely reflect the research interests of members of staff, and also research and write a 10,000 word dissertation, which is seen as the climax of the stage-by-stage training in research techniques, analysis and presentation.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	November 2023	Location of study	Egham Campus
Course award and title	BA History	Level of study	Undergraduate
Course code	1209	UCAS code	V100
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	History	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure

3.1 Mandatory module information
The following table summarises the mandatory modules which students must take in each year of study

Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	HS1004	History in the Making	30	4	MC
2	HS2300	Research Essay / Public History Project	15	5	MC
2	HS2045	Concepts in History	15	5	MC
3	HS3003	Dissertation in History	30	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In year 1 you must choose options to the value of 90 credits.
 In year 2 you must choose options to the value of 90 credits.

In year 3 you must choose options to the value of 90 credits.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

- to give a sound and extensive basis for the study of History;
- to provide a flexible and progressive structure in which students are able to gain knowledge, understanding and appropriate skills relating to distinctive research specialisms, which provide a firm foundation for postgraduate study and research;
- to develop in students a range of personal attributes relevant to the world beyond higher education, the ability to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))

<ol style="list-style-type: none"> 1. The concepts of continuity and change over an extended time span and across more than one society and culture (K); 2. The broad range of historical issues and events and the different approaches that may be employed in understanding or interpreting them (K); 3. The complexity and variety of situations, events and past mentalities; 4. The diversity of specialisms in the discipline (K); 5. The significance of cultural, social, economic and political factors in initiating and/or influencing important historical issues and events (K); 6. The role of key individuals, groups and institutions in initiating and/or influencing important historical issues and events (K); 7. The key sources of evidence and methods of enquiry employed in historical research (K); 8. The ability to understand human behaviour in the context of the past (S); 9. Gathering, sifting, organising and interpreting evidence and source material (S); 	<ol style="list-style-type: none"> 10. Interpretation and evaluation of a variety of historical texts and other source materials (S); 11. Construction and use of historical databases (S); 12. Research skills needed to plan and execute a project on a defined topic, and produce a coherent, extended piece of written work (S*); 13. Independent thought and study (S*); 14. Written and oral presentation of arguments and debate (S*); 15. Information technology, including word-processing and conducting on-line searches (S*); 16. Time-management (S*); 17. Ability to work with others and respect their reasoned views (S*); 18. Synthesis and critical analysis of information (S*); 19. Imaginative insight and the ability to propose creative solutions (S*).
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Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of History. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching takes place in lectures, large and small seminar groups, and occasionally in one-to-one tutorials. Lectures are primarily used to provide a broad introduction to themes and issues, and to expand your knowledge base (e.g. Foundation and Gateway Modules). Oral presentation skills are developed in small to medium sized groups. The chance to study historical texts occurs throughout the degree, but especially in the third year special subject modules and the dissertation. The dissertation also provides the opportunity for guided independent research. As you progress through the course, you develop a greater depth of knowledge and understanding of your skills in general, through their application and interpretation in particular historical and sub-disciplinary contexts.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, for the assessments listed as 'summative', you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College