

Royal Holloway, University of London
Course specification for an undergraduate award
BA History (Four Year Programme with Integrated Foundation Year) (V10F)

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 University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in BA History with an integrated Foundation Year is delivered in four stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits.

The Foundation Year prepares you for university study by offering a rigorous introduction to university-level study methods and skills, transitioning from Level 3 to Level 4. It provides progressive structures in which you are able to gain ever-wider knowledge and understanding of approaches to humanities study and your chosen degree subject, together with embedded good academic practice and study skills, leading towards increasingly discipline specific modules which facilitate greater levels of specialisation and individual choice. The mandatory courses include a range of different expressive media (texts, images, objects, rituals, digital forms) from different historical periods, tested by a wide variety of assessment methods including (but not limited to) short written exercises and critical appreciations, Moodle-based quizzes, essays, examinations, poster presentations, blog/vlogs, short digital films, dissertations and personal development plans.

The course is 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 course 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 dissertation, which is seen as the climax of the stage-by-stage training in research techniques, analysis and presentation.

Your degree courses at Royal Holloway, University of London, will be delivered over four years, each of which normally involves modules to the value of 120 credits (which is equivalent to 60 ECTS credits¹).

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.

¹ The European Credit Transfer and Accumulation System (ECTS) is a learner-centred system for credit accumulation and transfer. ECTS credits reflect the total workload required to achieve defined learning outcomes and their associated workload, including teaching hours and guided independent study. 15 UK credits is equivalent to 7.5 ECTS. 30 UK credits is equivalent to 15 ECTS. Further details on ECTS can be found within the [ECTS User Guide 2015](#).

Section 2 – Course details			
Date of specification update	May 2025	Location of study	Egham Campus
Course award and title	BA History with Integrated Foundation Year	Level of study	Undergraduate
Course code	3446	UCAS code	V10F
Year of entry	2027/28	Language(s) of Tuition	English
Awarding body	Royal Holloway, University of London		
Department	History and Classics	Other departments involved in teaching the course	N/A
Mode(s) of attendance	Full-time or part-time (Foundation Year is full time only)	Duration of the course	Four years or seven years (Foundation Year is full-time)
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)
0	FY0023	Culture and Memory	15	HE Level 0	MC
0	FY0024	Cultures of Thinking	30	HE Level 0	MC
0	FY0027	Society on Screen	15	HE Level 0	MC
0	FY0028	Textural Cultures	15	HE Level 0	MC
0	HS0001	Past and Present	30	HE Level 0	MNC
1	HS1004	History in the Making	30	4	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 0 choose one module (15 credits) from FY0025 Data, Society and Policy (15 credits) OR FY0029 Digital Cultures (15 credits)

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

In year 2 you must choose options to the value of 105 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.

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In order to progress from the Foundation Year to Year One you must pass all 120 credits. Opportunities for resits are detail ed in the [Academic Regulations](#).

Once progression has been confirmed, you may choose your preferred pathway which may include Single Honours History, a joint or minor degree with History, or variants within the

Humanities (English (except pathways with Creative Writing), Drama, Media Arts, Classics, Philosophy, Comparative Literature and Culture, Liberal Arts). There is flexibility within the Programme for you to take your Department Based Project in one of the other departments in Humanities should you wish to follow an alternative pathway after progressing from your Foundation Year.

All first year students on single, joint or combined honours courses are required to pass a non credit bearing Moodle-based writing skills quiz (SS1000) in order to progress into the second year of study. The pass mark for the test is 60%. 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 [Academic Taught Regulations](#) but fail to pass the SS1000 module will not be permitted to progress into their second year of academic study.

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 (*)*)

Theme	Course learning outcome	Level	Level 4	Level 5	Level 6
K	To address the conceptual and methodological problems faced by historians.	Demonstrate a preliminary understanding of how knowledge about different historical periods is produced and communicated, including basic awareness of different types of sources,	Recognise and show awareness of the variety of approaches and methods taken in the production and evolution of historical writing over time.	Apply and reflect upon the key ideas, methods and theories used in historical study, both in particular contexts and at a general conceptual level, whilst demonstrating an understanding of the dialogue between the past and the present.	Be able to apply critical self-reflexivity and problem-solving to the conceptual approaches adopted in one's own historical writing and methods, including awareness of ethical considerations in one's own historical research.

		evidence, and forms of narrative.			
S	To be able to utilise primary and secondary sources appropriately in historical writing and research.	Demonstrate a basic ability to locate, describe, and juxtapose a wide range of expressive forms from different historical period, recognising their role in supporting historical understanding.	Identify, understand and differentiate between primary and secondary sources in a variety of formats and across a diverse range of historical subjects, both geographically and chronologically.	Understand the ways in which secondary sources are produced in conversation with each other whilst demonstrating an ability to analyse the reasons for changes in historiographical approaches over time.	Evaluate and synthesise the professionalism, scholarly value and significance of works by historians, and be able to evaluate critically the intertextuality of primary and secondary sources.
K	To acquire, reflect upon, and be assessed on knowledge that is drawn holistically from a range of History modules, reflecting the Department's diversity of strengths and global span of its teaching in ancient to contemporary history.	Engage with a set of core historical topics across periods and places through introductory study, demonstrating curiosity and developing an initial awareness of the diversity of historical experiences and worldviews.	Become familiar with and explore a chronological and geographical array of historical topics within the appropriate confines of the chosen degree, covering an array of historical topics and themes, through the completion of the compulsory History in the Making module and chosen Gateway module(s).	Analyse material of increasing complexity and nuance within particular periods or fields of study.	Demonstrate through written reflection and oral discussion a critical expertise and specialist knowledge of specific regions and periods through the study of optional modules.
S, *	To produce written work in a variety of formats, short written reflections, reviews, and	Produce structured written work in a range of interrelated introductory formats of increasing word lengths, showing basic skills in organising information, expressing	Digest and organise material for production of written work of varying word lengths, including an understanding of the functions and formalities of an appropriate	Production of substantial pieces of coherently structured, fluently written and accurately referenced work with a significant analytical focus.	Independently and creatively design and produce to completion a specialist and question-driven piece of original research in the form of a dissertation on a topic of your own choosing, whilst applying professional

	essays of varying lengths.	ideas clearly, and beginning to use appropriate referencing conventions in historical writing.	bibliographical and referencing apparatus used in historical scholarship.		conventions of historical scholarship and research.
S, *	To be able to communicate historical ideas and findings orally.	Begin to develop confidence and clarity in communicating historical ideas orally in class discussions.	Work with peers towards a collaborative project, and share in the presentation of this project.	Be able to apply effective and fluent oral communication skills through class participation and assessed presentations, whether working independently or collaboratively with peers, and whilst using presentational aids where appropriate.	Demonstrate critical self-reflection upon one's own oral presentations, and those of others, showing a sensitivity to different audiences and settings.
K	Engaged Humanities K6 Display a breadth and depth of subject knowledge, and engage with developing subject conversations and their currency in cultural discourse now.	Demonstrate an introductory awareness of the historical discipline as a field of study and beginning to explore how historical knowledge relates to contemporary cultural conversations.	Recall foundational knowledge of the subject area, and use core subject skills.	Recognise and classify focussed sub-fields within the subject area, and identify and respond to relevant critical materials and contexts.	Select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions.
S	Applied Humanities S1 Understand the relevance of	Begin to recognise how skills developed through the study of History—such as close reading,	Recognise and identify subject skills as transferable to work-based situations and competencies.	Generate outputs in a variety of formats which have application to work-based uses and/or	Plan and manage an extended project/essay, using ADAPTIVE skills, INITIATIVE and SELF-

	subject skills to professional and applied contexts, and how to apply that knowledge in the future.	data analysis, critical thinking, communication, and organisation—can be applied in wider educational, professional, and everyday contexts.		particular audiences and/or functions.	MANAGEMENT to ensure successful task completion.
S	Global Humanities S2 Understand and enact intercultural awareness and competencies.	Demonstrate an emerging awareness of cultural diversity across periods and regions and begin to recognise how different perspectives shape our understanding of the past.	Identify and respond to diverse cultural contexts and viewpoints.	Understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views.	Reflect on bias including one's own: operate within, appreciate, and evaluate different cultural context.
S	Critical S3		FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.)	Objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning.	Synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge.
S	Collaborative S4		Reflect on current experience and identify the potential to ADAPT and modify in response to that experience.	Carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task.	Co-work and/or co-create in partnership with others in achievement of collective goals and recognise acknowledge the importance of collaborative practice in knowledge production.
S	Communicative S5		Recall basic subject vocabulary and present information with FOCUS and ACCURACY.	Structure and organise the presentation of information in a variety of communicative modes with	Design a presentation of information that can argue, influence or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique.

				RELEVANCE, LOGIC and COHERENCE.	
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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. Assessments designated as 'summative' will receive a mark 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.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Royal Holloway Curriculum 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.

Section 8 – Additional costs

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