

# Comparing undergraduate history degrees

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Sixth-form students applying to study history at university have no shortage of data about contact hours, league table rankings, **employment rates and student satisfaction**. What's missing in university guides is comparative information about the periods, places, themes and methods they will study on history degree programmes. This session compares and analyses the compulsory elements of every single-honours history degree in the UK. This information will enable students to make informed choices between history programmes and will provide teachers with an overview of history teaching in higher education.

Aberdeen	Derby	Leicester	Sheffield Hallam
<i>Abertay</i>	Dundee	Lincoln	SOAS
Aberystwyth	Durham	Liverpool	South Wales
Anglia Ruskin	East Anglia	Liverpool Hope	Southampton
<i>Arts University Bournemouth</i>	East London	Liverpool John Moores	<i>Southampton Solent</i>
<i>Aston</i>	Edge Hill	<i>London Metropolitan</i>	St Andrews
Bangor	Edinburgh	London School of Economics	<i>St George's, University of London</i>
<i>Bath</i>	<i>Edinburgh Napier</i>	<i>London South Bank</i>	<i>St Mark and St John</i>
Bath Spa	Essex	Loughborough	St Mary's, Twickenham
<i>Bedfordshire</i>	Exeter	Manchester	Staffordshire
Birmingham	Exeter (Cornwall campus)	Manchester Metropolitan	Stirling
<i>Birmingham City</i>	<i>Falmouth</i>	<i>Middlesex</i>	Strathclyde
Birkbeck	Glasgow	Newcastle	Sunderland
Bishop Grosseteste	<i>Glasgow Caledonian</i>	Newman	<i>Surrey</i>
<i>Bolton</i>	Gloucestershire	Northampton	Sussex
Bournemouth	Glyndwr	Northumbria	Swansea
Bradford	Goldsmiths	Nottingham	Teesside
Brighton	Greenwich	Nottingham Trent	Trinity Saint David
Bristol	Highlands and Islands	Open	Ulster
Brunel University London	<i>Harper Adams</i>	Oxford	University College London
Buckingham	<i>Heriot-Watt</i>	Oxford Brookes	University Campus Suffolk
<i>Buckinghamshire New</i>	Hertfordshire	Plymouth	<i>University for the Creative Arts</i>
Cambridge	Huddersfield	Portsmouth	<i>University of the Arts, London</i>
Canterbury Christ Church	Hull	<i>Queen Margaret</i>	Warwick
Cardiff	<i>Imperial College London</i>	Queen Mary	<i>West London</i>
<i>Cardiff Metropolitan</i>	Keele	Queen's, Belfast	West of England
Central Lancashire	Kent	Reading	<i>West of Scotland</i>
Chester	King's College London	<i>Robert Gordon</i>	Westminster
Chichester	Kingston	Roehampton	Winchester
<i>City</i>	Lancaster	<i>Royal Agricultural University</i>	Wolverhampton
Coventry	Leeds	Royal Holloway	Worcester
<i>Cumbria</i>	Leeds Beckett	Salford	York
De Montfort	Leeds Trinity	Sheffield	York St John

Universities offering History degrees (or otherwise, *in italics*)

Issues  
Aims  
Methods  
Findings  
Explanations  
Comparisons  
Suggestions

Session outline

A seventeen-year-old tells you that he or she would like to study history at university but **doesn't** know how to decide which course is right for him or her. What advice would you give him or her about how to select the five courses to put down on his or her UCAS form?

history

Search

We have **120** results for 'history'.

[Refine your search](#) ▾



## Keele University

History [1 of 28 related courses](#) >

UCAS Points

300-320

% applicants receiving offers

86%

Student satisfaction score

91% **HIGH**

Average graduate salary

£16k **MED**

BA (HONS) 3 YEARS FULL-TIME 2016



[Course information](#) >



[28 related courses](#) >

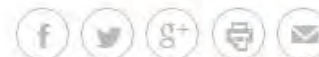


Keele University

# History

UCAS Code: V100

Shortlist **+**



BA (HONS) 3 YEARS FULL-TIME 2016

Ucas points guide

300-320

% applicants receiving offers

86%

Subjects

History by period

Student score

91% **HIGH**

% employed or in further study

95% **MED**

Average graduate salary

£16k **MED**

## What do you need to get in?

SOURCE: UCAS

### Main entry requirements

A level

**BBB-ABB**

There are no subject specific requirements for this major, however, please check if there are any subject specific requirements for your minor subject.

Scottish Highers

Not Available

BTEC Diploma

Not Available

UCAS tariff points

Not Available

### % applicants receiving offers

**86%**

Provided by UCAS, this is the percentage of applicants who were offered a place on the course last year. Note that not all applicants receiving offers will take up the place, so this figure is likely to differ from applicants to places.

[What does the numbers of applicants receiving course offers tell me? >](#)

### Tuition fee & financial support

**£9,000**

Maximum annual fee for UK students. NHS-funded, sandwich or part-time course fees may vary.

## 6. Course content

Don't skim read this! Look through the course information offered by the university and ask yourself if you can happily spend the next few years of your life committed to this course. Similar-sounding courses can actually end up covering very different areas, so it's good point of comparison.

There will be core subjects that you have to do and optional subjects that you have a choice over – how flexible are these? Can you find lots of modules that sound appealing?

**Why it's useful:** If you don't like the course content, you will not like the course. If you do not like the course content you face a very high chance of dropping out – do your research!

## Will this course suit you?

SOURCES: UCAS & KIS

Every degree course is different, so it's important to find one that suits your interests and matches the way you prefer to work - from the modules you'll be studying to how you'll be assessed. [Top things to look for when comparing courses](#)

### Course description

At Keele, you will learn to not merely understand what happened, but to look beneath the surface of our world and analyse the forces which have shaped it, from economic and social evolution to the interaction of individuals, cultures, and environments. Keele's historians have an international reputation in many fields, from Anglo-Saxon Britain to 20th-Century Africa, from religion to women's politics. They share a genuine passion for their subject, and love to invite students into their mission of exploring and explaining the past.

[less](#)

### Modules

We don't have any module info yet.

### Keele University



Known as 'the Bubble', Keele University offers a special student experience as it's uniquely friendly and close-knit. Renowned for its exciting approach to higher education, our...

[more](#)



Below is an indicative range of modules you could study as part of single honours History.

## First year

### **Core modules:**

- Historical Research and Writing
- Histories of the Extraordinary and the Everyday

### **Optional core modules:**

- Modern History
- Anglo-Saxon England
- History Media and Memory
- Medieval Europe
- Princes and Peoples: European History, c.1490-c.1700

### **Elective modules:**

- Modern Local History, from c.1750
- Places and Peoples: Local History c.1750-c.2000
- The American Past

## Second year

### **Core modules:**

- Sources and Debates

# School of Humanities

## **HIS-10034      Histories of the Extraordinary and the Everyday**

Co-ordinator: [Dr Ian Atherton](#) Room: CBB0.046, Tel:+44 1782 7 33205  
Teaching Team: [Miss Amanda Roberts](#), [Mrs Christine Edge](#), [Miss Jo-Anne Watts](#), [Dr Laura Sandy](#), [Dr Benjamin Anderson](#)  
Lecture Time: [See Timetable...](#)  
Level: **FHEQ Level 4** Credits: **15** [Study Hours:](#) **150**  
School Office: **Tel: 01782 733147**

### **Programme/Approved Electives for**

History Major (FHEQ Level 4)

### **Available as a Free Standing Elective**

No

### **Barred Combinations**

None

### **Prerequisites**

None

### **Description**

This is a module specifically designed for Single Honours History and History Major students. It will introduce students to new topics of historical inquiry and the different approaches taken by historians when challenged by the vastness of extraordinary events and the minutiae and banality of the everyday. It is a seminar-based module in which students will undertake key readings each week in preparation for detailed analysis and discussion within the class. It is as much about how historians engage with the challenges of writing about the extraordinary and the everyday, as identifying what they have found out, the arguments they make and the conclusions they draw.

The module will consider in alternate weeks a specific example of an extraordinary event or an everyday experience. The idea is not to be bound by chronological periods but to draw examples from a range of different histories. Some of the 'everyday' topics might include: dirt; food; an 'ordinary' life; love; reading; shopping; walking. Some of the 'extraordinary' topics might include: massacre; famine; defeat, the 'hero'; mass deportations; pandemics. The aim is to pair topics, thus food and famine or the 'ordinary life' and the 'hero' or love and massacre or walking and mass deportations.

- A directory of history degree programmes
- Comparative analysis
- Video guides
- Interactive tasks
- Teaching resources

Planned components of The History Degree Guide

Compulsory modules on single-honours History degree programmes at UK universities

## Missing information

Chester

Chichester

Trinity St. David

South Wales

Coventry (except on dissertation)

## Joint/combined honours degrees

Bradford – History and Politics

Brighton - Globalisation: History, Politics, Culture

Buckingham - History with Politics

## Two single-honours degrees

Exeter – Streatham and Penryn campuses

## Specialist history degrees

Salford - Contemporary Military and International History

Staffordshire – Modern History

<b>Unis %age of surveys covering</b>	<b>Atlantic</b>	<b>Africa</b>	<b>Asia</b>	<b>Europe</b>	<b>Britain</b>	<b>Imperialism</b>	<b>N America</b>	<b>World</b>	<b>Total</b>
<b>Ancient</b>	0	0	0.4	1.6	1.2	0.8	0	3.2	7.3
<b>Medieval</b>	0	0	0.4	12.1	2	0.8	0	3.2	18.5
<b>Early Modern</b>	2.4	0	0.4	14.9	8.9	2	0	4.8	33.5
<b>Modern</b>	2	0	1.6	21.4	16.5	6.5	4.8	16.1	69
<b>Total</b>	3.2	0	1.6	44.4	23	6.5	4.8	16.5	

What explains the similarities and differences between history degree programmes? Who or what influences their structure and content?

History differs from many subjects in that historians do not recognise a specific body of required knowledge or a core with surrounding options ... no particular diet of historical knowledge is prescribed.

QAA History Subject Benchmark Statement (2007; rev 2014)



<b>History staff</b>	<b>no. of unis</b>	<b>Cores</b>	<b>Surveys</b>
Small (0-9 staff)	25	8.1	3.6
Medium (10-19)	24	6.3	2.4
Large (20-39)	25	5.6	2
Huge (40+)	22	4.6	1.6

<b>UCAS pts</b>	<b>no. of unis</b>	<b>Staff</b>	<b>Cores</b>	<b>Surveys</b>
<300	33	10.7	7.2	3.2
300-349	23	17.6	6.3	2.3
350-399	11	31.9	5.3	1.5
400-449	13	40.2	5.8	2.4
450+	13	53.4	4.5	1.5
<b>Uni type</b>	<b>no. of unis</b>	<b>Staff</b>	<b>Cores</b>	<b>Surveys</b>
Post-1992	44	12	7.2	3.1
Russell Group	23	49	4.9	1.3
Other	29	24.7	5.7	2.3

I believe that the primary purpose of A levels is to prepare students for degree-level study. All students should have access to qualifications that are highly respected and valued by leading universities. Current A levels do not always provide the solid foundation that students need to prepare them for degree-level study and for vocational education.

Michael Gove (DfE) to Glenys Stacey (Ofqual), January 2013