1. **Programme title(s) and UCAS code(s):**
   BA Contemporary History, V140
   BA Contemporary History with a Year Abroad*
   *Students may only enter these degree programmes by transferring at the end of year 1

2. **Awarding body or institution:**
   University of Leicester

3. **a) Mode of study:**
   Full-time

   **b) Type of study:**
   Campus-based

4. **Registration periods:**
   The normal period of registration is three years
   The maximum period of registration is five years
   Year Abroad:
   The normal period of registration is 4 years full-time
   The maximum period of registration is 6 years full-time

5. **Typical entry requirements:**
   ABB at A level or BBB at A level plus B in Extended Project Qualification.
   International Baccalaureate: Pass Diploma with 30 points including at least one subject with 6 points at higher level.

6. **Accreditation of Prior Learning:**
   APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case basis and subject to the general provisions of the University APL policy.

7. **Programme aims:**
   The programme aims to
   - provide a rigorous, coherent and attractive history curriculum that draws on the research expertise and teaching strengths in the subject in the School of History, Politics and International Relations;
   - provide a stimulating and challenging learning experience for all students;
   - develop students’ knowledge and understanding of the wide geographical range of their discipline;
• develop students’ abilities to apply historical theories, techniques, and concepts to analyse and explain specific historical periods and themes;
• enable students to demonstrate a variety of approaches to understanding the past as used by different types of historians;
• enable students to develop and demonstrate a range of skills necessary for the study of history; and
• enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition to the aims of the programme outlined for the 3-year degree in Contemporary History, the 4-year degree also aims:
• to broaden students' learning experience in an international context;
• to provide students with the opportunity to develop their language skills by studying for a year in a European country – this does not apply to those students opting to study in Australia or North America;
• to widen students' cultural experience by living and studying abroad;
• to develop students' transferable skills in order to enhance their employability.
• Intended learning outcomes for the year will be those of the modules they take at the Higher Education Institution they attend during their year abroad.

8. Reference points used to inform the programme specification:
• QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
• QAA Benchmarking Statement for History
• University of Leicester Employability Strategy
• University of Leicester Periodic Developmental Review Report (2015)
• First Destination Survey
• Student Feedback
• Graduate Survey
• University of Leicester Learning and Teaching Strategy 2011-2016
• External Examiners’ reports (annual)

9. Programme Outcomes:

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Discipline specific knowledge and competencies</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, resource-based learning</td>
<td>Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises.</td>
</tr>
<tr>
<td>(b) Mastery of an appropriate body of knowledge</td>
<td>Demonstrates mastery of an appropriate body of historical knowledge</td>
<td></td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>(ii) Understanding and application of key concepts and techniques</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.</td>
<td>Essays, essay-based examinations, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises, portfolio, research proposal, group presentations, reflective learning journal.</td>
</tr>
<tr>
<td>Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.</td>
<td>Tutorials, seminars, independent research, computer practical classes, team problem solving exercises, placement-based learning.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a variety of approaches to understanding, constructing and interpreting the past.</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>(iii) Critical analysis of key issues</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises.</td>
<td>Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.</td>
</tr>
<tr>
<td>Compare and analyse the histories of different countries, societies or cultures.</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>Analyse historical processes through the assessment of continuity and change over extended time spans.</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>Reflect critically on the nature of history as a discipline.</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>(iv) Clear and concise presentation of material</td>
<td>Writing tasks, seminar presentations, contributions to discussions, posters, podcasts, webpages, research proposal, reflective learning journal.</td>
<td>Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentation, research proposals, reflective learning journals.</td>
</tr>
<tr>
<td>Present historical problems and arguments in a variety of written and oral formats.</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises, IT and other skills workshops.</td>
<td></td>
</tr>
<tr>
<td>(v) Critical appraisal of evidence with appropriate insight</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence.</td>
<td>Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>Read, analyse, and reflect critically and contextually upon historical texts and other source materials.</td>
<td>Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises.</td>
<td></td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>(vi) Other discipline specific competencies</td>
<td>Design, research and present a sustained and independently conceived piece of writing in history or politics.</td>
<td>Independent research, supervisions.</td>
</tr>
<tr>
<td>Present referencing and bibliographic material to appropriate subject specific standards</td>
<td>Tutorials, seminars, student handbooks, essay and coursework feedback</td>
<td>Essays, dissertations, independent research projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Transferable skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Oral communication</td>
</tr>
<tr>
<td>Participate effectively in group discussions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(ii) Written communication</th>
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</thead>
<tbody>
<tr>
<td>Develop and sustain arguments in a variety of literary forms.</td>
</tr>
<tr>
<td>Demonstrate clarity, fluency and coherence in written expression</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(iii) Information technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use IT to effectively support their History studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(iv) Numeracy</th>
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</thead>
<tbody>
<tr>
<td>Consider the uses of numerical data in historical analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(v) Team working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to work collaboratively to jointly explore historical issues and arguments and to recognise the value of working closely with others.</td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>(vi) Problem solving</td>
</tr>
<tr>
<td>Address historical problems in depth using contemporary sources and advanced secondary literature.</td>
</tr>
</tbody>
</table>

| (vii) Information handling | Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. | Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposal, reflective learning journal. |
| Gather and deploy evidence and data to find, retrieve, sort and exchange new information. | | |

| (viii) Skills for lifelong learning | All of the above, particularly Independent research. | All of the above, particularly the research proposal, reflective learning journal and dissertation. |
| Demonstrate intellectual independence through the setting of research tasks and the solving of historical problems. | Tutorials, career development programmes, resource based learning, personal development planning programme, placement based learning. | Portfolio, curriculum vitae. |
| Reflect upon own learning and achievements and plan for personal, educational and career development. | | |

10. Progression points:

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in Senate Regulation 5.

12. Special features:

The School of History, Politics and International Relations includes one of the largest groups of historians in the UK. The Contemporary History degree allows students to specialise in predominantly twentieth-century history and its intersections with the politics and international relations of the modern world. The School is rated excellent for teaching by TQA and 85% of its historians’ output was judged at 4* and 3* standard in Ref 2014 (the highest proportion in the UK). Students' learning experience is enhanced by the School’s strong commitment to developing synergy between its research and teaching activities.

13. Indications of programme quality
Students following this programme have consistently been awarded good upper second class or first class degrees.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners’ reports for this programme can be found here.

Appendix 1: Programme structure (programme regulations)

BA CONTEMPORARY HISTORY

FIRST YEAR MODULES

SEMESTER 1

Core Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1000</td>
<td>Making History</td>
<td>15</td>
</tr>
<tr>
<td>HS1002</td>
<td>The Shock of the Modern</td>
<td>15</td>
</tr>
<tr>
<td>PL1015</td>
<td>Cold War, Crisis and Confrontation: International Relations, 1945-89</td>
<td>15</td>
</tr>
</tbody>
</table>

Semester Total 60

SEMESTER 2

Core Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1100</td>
<td>People and Places</td>
<td>30</td>
</tr>
<tr>
<td>EITHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL1012</td>
<td>Comparative European Politics</td>
<td>(15)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL1016</td>
<td>Order and Disorder: International Relations from 1989 to the Present</td>
<td>(15)</td>
</tr>
</tbody>
</table>

15 credits of approved History modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1012</td>
<td>Global History: Connections and Cultures in a Changing World, 1750 to the present</td>
<td>(15)</td>
</tr>
<tr>
<td>HS1013</td>
<td>Great Britain: The State We’re In</td>
<td>(15)</td>
</tr>
<tr>
<td>AM1004</td>
<td>American History since 1877</td>
<td>(15)</td>
</tr>
<tr>
<td>HS1016</td>
<td>Europe 1861-1991: Emancipation and Subjugation</td>
<td>(15)</td>
</tr>
</tbody>
</table>

Semester Total 60

SECOND YEAR MODULES

Route A: with History Dissertation

SEMESTER 1

Core Module

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS2400</td>
<td>Perceiving the Past</td>
<td>30</td>
</tr>
</tbody>
</table>
Optional Modules

15 credits of approved History varieties or option modules and 15 credits of approved Politics/IR modules:

History varieties:
HS2232 Religious History (15)
HS2237 All Bourgeois Now? Class in History (15)
HS2238 Global Cities (15)

History options:
AM2016 Americas Plural: Latin America and the United States
HS2328 Jack-the-Ripper: Popular Culture and Policing in Victorian Times (15)
HS2348 Rise and Fall of the Soviet Union (15)
HS2349 Stormtroopers, Arrow Cross and Iron Guard (15)

Politics/IR options:
PL2019 The Making of Contemporary US Foreign Policy (15)
PL2020 Political Parties in Contemporary Britain (15)
PL2021 Sex and Gender in Global Politics (15)
PL2029 Politics of the Global South (15)

Semester Total 60

SEMESTER 2

Core Modules:
HS2500 The Historian’s Craft 30

15 credits of approved History varieties or option modules and 15 credits of approved Politics/IR modules:

History varieties:
HS2231 Gender History (15)
HS2234 Race and Ethnicity (15)
HS2236 Histories of Violence (15)

History options:
HS2329 World Connected: Welfare, Economy and Government since 1945 (15)
HS2346 Slavery, the Civil War and Reconstruction in the United States (15)
HS2353 Enter the Dragon: Modern Chinese History, 1839–1989 (15)
HS2360 History in the Classroom (15)

Politics options:
PL2016 European Union Politics (15)
PL2024 Governing Societies in Conflict (15)
PL2028 Latin American Politics (15)
Route B: with Politics Dissertation

SEMESTER ONE
Core modules
HS2400 Perceiving the Past 30
PL2094 Political Analysis 1 15
15 credits of approved History varieties or option modules as listed above. 15
Semester total 60

SEMESTER TWO
Core modules
PL2095 Political Analysis 2 15
Optional modules
15 credits of approved History varieties or option modules from list above 15
15 credits of approved Politics modules from list above 15
A further 15 credits of either History or Politics modules from list above 15
Students, however, may only take 15 credits of History variety or option modules in the same semester.
Semester total 60

THIRD YEAR MODULES
There are THREE elements to the final year programme:
1) Dissertation (year long) 45
2) Special Subject (History) (year long) 45
3) Two 15 credit option modules (one in each semester) 30
Total 120

Students must ensure that they do not take all three elements in one discipline.

Dissertation
Either:
HS3510 Dissertation (History) (45)
Or:
PL3094 and PL3095 Dissertation 1 and Dissertation 2 (Politics) (45)

Special Subject (History):
HS3769 The Holocaust: Genocide in Europe (45)
HS3771  After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990 (45)
HS3773  Beauty, Sex & Science: Whose Body is it Anyway c.1550-2015? (45)
HS3777  The Presidency of Franklin D. Roosevelt (45)
HS3778  Church, State and Belief in Soviet Russia, 1941-1991 (45)

Options

Semester One:

History options:
HS3634  The USA and the Vietnam War (15)
HS3662  Crime and Punishment in African-American History (15)
HS3689  When Two Dragons Fight: China and Japan at War in the Twentieth Century (15)
HS3694  Diasporas and Migrations in the Modern World (15)

Politics/International Relations options:
PL3071  The American Presidency (15)
PL3103  The Politics of War and Peace: Northern Ireland after 1972 (15)
PL3106  Parliamentary Studies (15)
PL3107  Brexit and British Politics (15)
PL3137  The Politics of Contemporay British Foreign Policy (15)
PL3142  Politics of the International Drug Trade (15)

Semester Two

History options:
HS3614  The Imperial Economy: Britain and the Wider World 1815–1914 (15)
HS3620  What Difference Did the War Make? British Society and the Great War (15)
HS3680  Women in American Society from Civil War to First World War (15)
HS3681  Clothing and Fashion in Historical Perspective: Case Studies of Modern European Fashion in Transnational Context (15)
HS3699  From Empire to Nation: Modern South Asia, c. 1857–1947 (15)

Politics/International Relations options:
PL3098  The Conservatives: Crisis and Recovery (15)
PL3114  American Political Development (15)
BA CONTEMPORARY HISTORY WITH A YEAR ABROAD

The above four-year degree is also available. Students may only enter the four-year variant of the three-year programme by transferring at the end of the first-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.

The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the ‘year out’. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes. Degrees will be classified using the same scheme as for three-year programmes.

To take part in the History Erasmus programme students must pass all modules in years 1 and 2, and achieve a minimum average mark of 60 in year 2. They must also have learned the language of the destination country, providing the Office with a language certificate as evidence of satisfactory completion of training through the 'Languages at Leicester scheme' or an appropriate alternative. Failure to meet these criteria will lead to the School recommending transfer to the 3-year degree which the student would otherwise have taken.

Appendix 2: Module specifications

See module specification database [http://www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation)

Appendix 3: Skills matrix