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
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf
- UK Quality Code for Higher Education
- University Learning Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of historical knowledge	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning	Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. Tutorials, seminars, independent research, computer practical classes, team problem solving exercises, placement-based learning.	Essays, essay-based examinations, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises, portfolio, research proposal, group presentations, reflective learning journal.
(iii) Critical analysis of key issues		
Compare and analyse the histories of different countries, societies or cultures. Analyse historical processes through the assessment of continuity and change over extended time spans. Reflect critically on the nature of history as a discipline.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.
(iv) Clear and concise presentation of material		
Present historical problems and arguments in a variety of written and oral formats.	Tutorials, seminars, directed reading, independent research, team problem solving exercises, IT and other skills workshops.	Writing tasks, seminar presentations, contributions to discussions, posters, podcasts, webpages, research proposal, reflective learning journal.
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence. Read, analyse, and reflect critically and contextually upon historical texts and other source materials.	Tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises.	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentation, research proposals, reflective learning journals.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vi) Other discipline specific competencies		
Design, research and present a sustained and independently conceived piece of writing in history or politics.	Independent research, supervisions.	Independent research projects, Dissertations, research proposals.
Present referencing and bibliographic material to appropriate subject specific standards	Tutorials, seminars, student handbooks, essay and coursework feedback	Essays, dissertations, independent research projects
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression.

Participate effectively in group discussions. | Seminars, tutorials, team problem solving exercises.

Seminars, tutorials, team problem solving exercises | Seminar presentations, contributions to discussions, oral group presentations, podcasts, poster presentations. |
| **(ii) Written communication** | | |
| Develop and sustain arguments in a variety of literary forms.

Demonstrate clarity, fluency and coherence in written expression | Seminars, tutorials, team problem-solving exercises

Seminars, tutorials, independent research. | Essays, essay-based examinations, independent research projects, research proposals, reflective learning journals, posters. |
(iii) Information technology		
Use IT to effectively support their History studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence.	Induction programme, computer practical classes, independent research, numeracy classes, IT and other skills workshop.	Essays, independent research projects, computer-based exercises, problem-based exercises, posters, podcasts, webpages, seminar presentations, group presentations.
(iv) Numeracy		
Consider the uses of numerical data in historical analysis	Lectures, tutorials and numeracy classes. Skills workshops.	Independent research projects, computer-based exercises, problem-based exercises.
(v) Team working		
Be able to work collaboratively to jointly explore historical issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group presentations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vi) Problem solving		
Address historical problems in depth using contemporary sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises	Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposals, reflective learning journal.
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information.	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.
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical problems.	All of the above, particularly Independent research.	All of the above, particularly the research proposal, reflective learning journal and dissertation.
Reflect upon own learning and achievements and plan for personal, educational and career development.	Tutorials, career development programmes, resource based learning, personal development planning programme, placement based learning.	Portfolio, curriculum vitae.

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

HS1000	Making History	30
HS1002	The Shock of the Modern	15
PL1015	Cold War, Crisis and Confrontation: International Relations, 1945-89	15
	Semester Total	**60**

SEMESTER 2

Core Modules

HS1100	People and Places	30

EITHER

PL1012	Comparative European Politics	(15)

OR

PL1016	Order and Disorder: International Relations from 1989 to the Present	(15)

15 credits of approved History modules

HS1012	Global History: Connections and Cultures in a Changing World, 1750 to the present	(15)
HS1013	Great Britain: The State We're In	(15)
AM1004	American History since 1877	(15)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(15)
	Semester Total	**60**

SECOND YEAR MODULES

Route A: with History Dissertation

SEMESTER 1

Core Module

HS2400	Perceiving the Past	30

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)
HS2236	Histories of Violence	(15)

HS2237	All Bourgeois Now? Class in History	
History options:		
AM2016	Americas Plural	(15)
HS2331	Modern Ireland, 1939-1975	(15)
HS2346	Slavery, the Civil War and Reconstruction in the United States	(15)
HS2353	Enter the Dragon: Modern Chinese History, 1839–1989	(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	Becoming the Historical Researcher	30

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

History varieties:		
HS2234	Race and Ethnicity	(15)
HS2238	Global Cities	(15)
HS2240	Histories of Medicine	(15)
History options:		
HS2311	Domestic Revolutions: Women, Men and the Family in American History	(15)
HS2314	Imperialism and Decolonisation	(15)
HS2329	World Connected: Welfare, Economy and Government since 1945	(15)
HS2359	From Beer to Fraternity: Alcohol, Society and Culture in North America	(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)
	Semester Total	**60**

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 <u>or</u> option modules from list above		15
15 credits of approved Politics modules from list above		15
*A further 15 credits of <u>either</u> History <u>or</u> Politics modules from list above. Students, however, may only take 15 credits of History variety or option modules in the same semester.		15
	Semester total	60

THIRD YEAR MODULES

There are <u>THREE</u> 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 <u>do not take all three elements</u> 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)
HS3776	How Soon is Now? A Social History of Urban England, 1945-1985	(45)

HS3777	The Presidency of Franklin D. Roosevelt	(45)
HS3778	Church, State and Belief in Soviet Russia, 1941-1991	

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 Contemporary 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)
		(15)

Politics/International Relations options:

PL3098	The Conservatives: Crisis and Recovery	(15)
PL3114	American Political Development	(15)
PL3122	The Political Legacies of Conflict in Northern Ireland	(15)
PL3127	Political Participation in Britain	(15)
PL3136	Democracy and EU Membership in Post-Communist Europe	(15)

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

Appendix 3: Skills matrix