# Programme Specification (Undergraduate)   FOR ENTRY YEAR: 2020/21

**Date created:** 05/03/2021     **Last amended:** 17/03/2023     **Version no.** 5

## 1. Programme title(s) and 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

### a) HECOS Code

| HECOS Code | % |
|---|---|
| [100310] | [100%] |

### b) UCAS Code (where required)

[V140]

## 2. Awarding body or institution:

University of Leicester

## 3. a) Mode of study

Full-time

### b) Type of study

Campus-based

## 4. Registration periods:

**BA Contemporary History, V140**

The normal period of registration is three years
The maximum period of registration is five years

**BA Contemporary History with 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 *[write for the student audience]*

- 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
- 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**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

**a) Discipline specific knowledge and competencies**

   i)     Mastery of an appropriate body of knowledge

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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. |

   ii)    Understanding and application of key concepts and techniques

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.<br><br>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.<br><br>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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Compare and analyse the histories of different countries, societies or cultures.<br><br>Analyse historical processes through the assessment of continuity and change over extended time spans.<br><br>Reflect critically on the nature of history as a discipline. | Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.<br><br>Tutorials, seminars, directed reading, independent research, team problem solving exercises.<br><br>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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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, |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| | | research proposal, reflective learning journal. |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence. | 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, group oral presentation, research proposals, reflective learning journals. |
| Read, analyse, and reflect critically and contextually upon historical texts and other source materials. | Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises. | |

vi) Other discipline specific competencies

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate clarity, fluency and coherence in oral expression. | Seminars, tutorials, team problem solving exercises. | Seminar presentations, contributions to discussions, oral group presentations, podcasts, poster presentations. |
| Participate effectively in group discussions. | Seminars, tutorials, team problem solving exercises | |

ii) Written communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Develop and sustain arguments in a variety of literary forms. | Seminars, tutorials, team problem-solving exercises | Essays, essay-based examinations, independent research projects, research proposals, reflective learning journals, posters. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate clarity, fluency and coherence in written expression | Seminars, tutorials, independent research. | |

### iii) Information technology

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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 |

### vi) Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students.  On occasion, it may be necessary to alter particular aspects of a course or module.

[BA Contemporary History]

### Level 4/Year 1          2020/21

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 60 credits | 30 credits |
| Optional | n/a | n/a | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | HS1000 | Making History | 30 credits |
| Sem 1 | HS1002 | The Shock of the Modern | 15 credits |
| Sem 1 | PL1015 | The Global Cold War: International Relations, 1945-89 | 15 credits |
| Sem 2 | HS1100 | People and Places | 30 credits |
| Sem 2 | PL1012 | **EITHER**  Comparative European Politics | 15 credits |
| Sem 2 | PL1016 | **OR** Order and Disorder: International Relations from 1989 to the Present | 15 credits |

**15 credits of approved history modules**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | HS1012 | Global History: Connections and Cultures in a Changing World, 1750 to the present | 15 credits |
| Semester 2 | HS1013 | Great Britain: The State We're In | 15 credits |
| Semester 2 | AM1004 | US History since 1877 | 15 credits |
| Semester 2 | HS1016 | Europe 1861-1991: Emancipation and Subjugation | 15 credits |

**Level 5/Year 2        2021/22**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 30 credits | 30 credits |
| Optional | n/a | 30 credits | 30 credits |

120 credits in total

**Core module**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | HS2400 | Perceiving the Past | 30 credits |

Optional modules

*15 credits of approved History varieties or option modules <u>and</u> 15 credits of approved Politics/IR modules:*

History Varieties:

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | HS2232 | Religious History | 15 credits |
| Semester 1 | HS2236 | Histories of Violence | 15 credits |

**History options:**

| Semester 1 | HS2348 | Rise and Fall of the Soviet Union | 15 credits |
|---|---|---|---|

**Politics/IR options:**

| Semester 1 | PL2011 | Political Ideas | 15 credits |
|---|---|---|---|
| Semester 1 | PL2020 | Political Parties in Contemporary Britain | 15 credits |
| Semester 1 | PL2021 | Sex and Gender in Global Politics | 15 credits |

## Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 2 | HS2500 | Becoming the Historical Researcher | 30 credits |

*15 credits of approved History varieties or option modules <u>and</u> 15 credits of approved Politics/IR modules*:

**History varieties:**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | HS2231 | Gender History | 15 credits |
| Semester 2 | HS2234 | Race and Ethnicity | 15 credits |
| Semester 2 | HS2237 | All Bourgeois Now? Class in History | 15 credits |

**History options:**

| Semester 2 | HS2353 | Enter the Dragon: Modern Chinese History, 1839-1989 | 15 credits |
|---|---|---|---|
| Semester 2 | HS2359 | From Beer to Fraternity: Alcohol, Society and Culture in North America | 15 credits |
| Semester 2 | HS2360 | History in the Classroom | 15 credits |
| Semester 2 | HS2362 | Living with Dictatorship: European Societies 1918-41 | 15 credits |
| Semester 2 | HS2234 | Heritage Field Project | 15 credits |

**Politics Options**

| | | | |
|---|---|---|---|
| Semester 2 | PL2016 | European Union Politics | 15 credits |
| Semester 2 | PL2019 | The Making of Contemporary US Foreign Policy | 15 credits |
| Semester 2 | PL2027 | Contemporary Political Philosophy: Theories of Justice | 15 credits |

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 45 credits | 15 credits |
| Optional | n/a | 15 credits | 45 credits |

120 credits in total

**Route B: with Politics Dissertation**

**Core modules**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | HS2400 | Perceiving the Past | 30 credits |
| Sem 1 | PL2094 | Political Analysis 1 | 15 credits |

15 credits of approved History varieties or option modules as listed above

**Semester 2 – Core Module**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 2 | Pl2095 | Political Analysis 2 | 15 credits |

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

**Level 6/Year 3**       **2023/24**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|--------|-----------|------------|------------|
| Core | n/a | n/a | n/a |
| Optional | 30 credits | 45 credits | 45 credits |

120 credits in total

**There are THREE elements to the final year programme:**

| Delivery period | Code | Title | Credits |
|-----------------|------|-------|---------|
| Year long | | Dissertation | 45 credits |
| Year long | | Special Subject (History) | 30 credits |
| Year long | | TWO 15 credit option modules | 30 credits |

*Students must ensure that they <u>do not take all three elements</u> in one discipline.*

**Dissertation**

**Either:**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | HS3XXX | Dissertation I | 15 credits |
| Sem 2 | HS3XXX | Dissertation II | 30 credits |

**Or**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | PL3094 | Dissertation I | 15 credits |
| Sem 2 | PL3095 | Dissertation II | 30 credits |

**Special Subject (History) Options:**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Year long | HS3775 | A Sea of Conflict? Christian-Muslim Encounters, c. 1100-c. 1300 | 30 credits |
| Year long | HS3777 | The Presidency of Franklin D. Roosevelt | 30 credits |
| Year long | HS3778 | Church, State and Belief in Soviet Russia, 1941-1991 | 30 credits |

**Semester One History Options:**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | HS3627 | The Civil Rights Movement, 1945-1968 | 15 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | HS3689 | When Two Dragons Fight: China and Japan at War in the Twentieth Century | 15 credits |
| Semester 2 | HS3810 | Abolitionists: Antislavery Activism in Britain and America, 1787-1865 | 15 credits |

**Politics/IR options:**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | PL3071 | The American Presidency | 15 credits |
| Semester 1 | PL3098 | The Conservatives: Crisis and Recovery | 15 credits |
| Semester 1 | PL3106 | Parliamentary Studies | 15 credits |
| Semester 1 | PL3122 | The Political Legacies of Conflict in Northern Ireland | 15 credits |
| Semester 1 | PL3137 | The Politics of Contemporary British Foreign Policy | 15 credits |

**SEMESTER TWO**

**History Options:**

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | HS3614 | Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914 | 15 credits |
| | | | |

| Semester 1 | HS3634 | Apocalypse Then: The USA and the Vietnam War | 15 credits |
|---|---|---|---|
| Semester 1 | HS3693 | Making Nazis: Propaganda and Persuasion in the Third Reich, 1933-1945 | 15 credits |
| Semester 1 | HS3694 | Diasporas and Migrations in the Modern World | 15 credits |
| Semester 1 | HS3662 | Crime and Punishment in African American History | 15 credits |

**Politics/International Relations options:**

| Semester 2 | PL3145 | Gender, Race and War | 15 credits |
|---|---|---|---|
| Semester 2 | PL3150 | International Relations, Statecraft and Political Conflict in Africa | 15 credits |
| Semester 2 | PL3116 | The Changing Character of War | 15 credits |

**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 undergraduate [module specification database](#) (Note - modules are organized by year of delivery).

## Appendix 3: Skills matrix