

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	SAC
Professional accreditation body	n/a
Final award	BA (Hons)
Title of programme(s)	History and Politics
Subsidiary award(s)	Cert HE in History and Politics; Dip HE in History and Politics; BA in History and Politics
Honours type	Joint
Duration and mode(s) of study	3 years: full-time
Start date (this version)	September 2017
Periodic review next due (<i>acad. year</i>)	2017/18
JACS subject code(s) (<i>Level 3</i>)	V300 + L200
UCAS course code & code name	V1L2 History and Politics
SITS codes (<i>Course / Pathway / Route</i>)	UHisAPOL
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims (from the student's perspective)

The aim of the Leeds Trinity University History and Politics programme is to address questions of continuity and change in human communities, analysing causation and impact through the framework of history (both historical knowledge and skills) and through political analysis. Historical analysis of events can draw out the ways in which many contemporary events engage deeper cultural tensions and legacies. Political analysis can clarify the ways in which those legacies are shaped and channelled by contemporary national and international institutions and relations.

The distinctive feature of the History and Politics programme at Leeds Trinity is the way in which it is designed to integrate content and skills in the History and the Politics provision so that each informs and enhances each other. Many modules focus on contemporary social issues and debates that draw upon a range of cultural conflicts that integrate historical and political analysis.

The main programme themes are the analysis of political structures; political theory; history and international relations; media behaviour in contemporary history, and research skills/professional practice.

The programme aims to stimulate critical thinking through engagement with historical and political study (both as a body of knowledge and an academic discipline), and to develop the interpretative methodologies necessary to ensure rigorous analysis of historical evidence, in the formation and support of their own opinions and arguments and the situating of these understandings within the framework of existing knowledge.

It addresses the key debates and beliefs that have shaped and continue to shape the diverse socio-cultural, economic, political and religious contexts of contemporary society, enabling you to assess their historical origins and development and analyse patterns of continuity and change, thereby coming to reflect critically on and to deepen your understanding of the present. This helps develop your appreciation of the complexity, uncertainty, ambiguity, and limits of historical knowledge, in order to think empathetically and creatively as well as rigorously about the ways in which different societies – across different periods and places – have engaged, or might come to engage, with both similar and vastly different experiences to those of the present.

The programme cultivates your reflective, complex decision-making, and problem-solving skills, assisting you to manage and integrate your knowledge effectively, and to communicate and present ideas well, thus developing you into a rounded and engaged graduate who is able to progress to a wide range of further study, career, and life options. It is important, in this context, that the programme provides lasting value for you as a future graduate in a changing world, and provides a stimulating framework within which you have the opportunity to recognise and reach your full potential as a human being, engaging actively with the world around you and making a significant contribution to the development of your society.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have demonstrated:

Knowledge Skills

- K1 **Discipline knowledge:** a coherent and detailed subject knowledge in the disciplines of History and Politics and a secure understanding of the appropriate concepts, theories, perspectives utilised in those disciplines, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing;
- K2 **Understanding Events:** apply appropriate concepts and theories to analysis of national and international processes;
- K3 **Issues and Debates:** an advanced knowledge and understanding of a variety of contemporary issues and debates in History and Politics and an ability to evaluate different interpretations of political events;

K4 **Research methods:** knowledge of appropriate methods used in the collection, analysis, interpretation and evaluation of quantitative and qualitative data from primary and secondary sources relevant to the discipline, including their ethical implications;

K5 **Professional practice in different institutional contexts:** a detailed knowledge of the range of agencies and institutions in the public private and third sectors involved in the historical and political processes;

Intellectual / Cognitive / 'Thinking' Skills

I1 **Critical and Analytical Techniques:** an ability to create and evaluate information in the range of formats relevant to History and Politics (theoretical; ideological, and statistical);

I2 **Critical Approach to Solving Problems:** an ability to select and employ appropriate problem-solving means and methods across a wide range of reference: from past to present and from individuals to nation states and to global issues;

I3 **Communication of Results and Arguments:** the ability to select and employ appropriate means of presentational technologies and media through which to report findings or to express viewpoints;

I4 **Understanding of the Limits of their Knowledge:** an ability to identify and understand the salient aspect of their own perspective (personal, social, geographical, or ideological) and the consequent influence on their analysis;

Employability skills

E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

The programme is compliant with the most recent QAA [Quality Assurance Agency] subject benchmark statements:

- QAA [Quality Assurance Agency] benchmark statement for History (2014).
- QAA [Quality Assurance Agency] benchmark statement for Politics and International Relations (2015).

The History core content includes a wide range of historical periods (from Roman Britain to the present) and has a wide coverage of international history. It includes modules at each level on historical theory and method, and also on research techniques.

The Politics and International Relations core content provides coverage of British politics in comparative aspect; modern and contemporary topics at an international level; and political theories.

4. Learning outcomes for subsidiary awards

This section is currently being reviewed with a view to replacing generic learning outcomes with learning outcomes that are specific to the programme. Advice should be sought from AQSO before this section is completed.

Guidance

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The History and Politics programme enables students to develop discipline-specific skills in five key themes: analysis of political structures; political theory; history and international relations; media behaviour in contemporary history, and research skills / professional practice. The

programme is designed to deliver these skills through vertical strands that provide a means of developing skills and knowledge across all three years of undergraduate study. The step-wise nature of the 3-year learning structure is detailed in section 7 below. The strands are as follows:

Analysis of Political Structures

- L4 – PTC 4002 *British Politics in Comparative Perspective*
- L5 – PTC 5002 *British Party Politics*
- L6 – PTC 6072 *Counter-Terrorism and the State*

Political Theory

- L4 – PTC 4052 *Classical Political Theory*
- L5 – PTC 5052 *Contemporary Political Theory*
- L6 – PTC 6082 *Freedom of Speech*

History and International Relations

- L4 – HIS 4772 *Turbulence and Transformation*
- L5 – HIS 5792 *Themes in Modern World History*
- L6 – PTC 6022 *Democracy and Democratization*

Media Behaviour in Contemporary History

- L4 – HIS 4792 *Introduction to Modern World History*
- L5 – MFC 5062 *Politics, Power and Culture*
- L6 – HIS 6792 *History and Media: Reporting Crisis*
- L6 – PTC 6402 *Politics in Literature and Film*

Skills, Research and Professional Practice

- L4 – HUM 4992 *Ethics and Society*
- L4 – HIS 4332 *Professional Development and Placement*
- L5 – HIS 5702 *Problems in History*
- L5 – HIS 5752 *Professional Development and Placement*
- L5 – HIS 5002 *Professional Development and Placement (Volunteering)*
- L6 – HUM 6252 *Professional Learning through Work*
- L6 – HIS 6744 *History Dissertation* [40 credits]

Section 7a of this document (below) describes how the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.

6. Structure

BA (Hons) HISTORY AND POLITICS (Joint Honours)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2017

Core: Students are required to take:

HIS 4792	Introduction to Modern History	Sem 1	20 credits
PTC 4002	British Politics in Comparative Perspective	Sem 1	20 credits
HUM 4992	Ethics and Society	Sem 1	20 credits
HIS 4772	Turbulence and Transformation	Sem 2	20 credits
PTC 4052	Classical Political Theory	Sem 2	20 credits
HIS 4332	Professional Development and Placement	Sem 2	20 credits

Programme Level Assessment: This takes place at the end of the academic year.

Level 5 – with effect from September 2018

Core: Students are required to take:

HIS 5712	Research and Discovery	Sem 1	20 credits
PTC 5002	British Party Politics	Sem 1	20 credits
HIS 5702	Problems in History	Sem 1	20 credits
HIS 5792	Themes in Modern World History	Sem 2	20 credits
MFC 5022	Media, Power and Culture	Sem 1 & 2	20 credits

Option: Students are also required to choose 20 credits from:

HIS 5752	Professional Development and Placement	Sem 1 & 2	20 credits
HIS 5002	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits

Level 6 – with effect from September 2019

Core: Students are required to take:

PTC 6022	Democracy and Democratization	Sem 1	20 credits
HIS 6744	History Dissertation	Sem 1 & 2	40 credits
HIS 6792	History and Media: Reporting Crisis	Sem 1 & 2	20 credits

Options: Students are required to choose 40 credits from:

HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits
PTC 6062	Politics in Literature and Film	Sem 2	20 credits
PTC 6072	Counter-Terrorism and the State	Sem 2	20 credits
PTC 6082	Freedom of Speech	Sem 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the History and Politics programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that students are co-creators of their own learning and providing the skills and understanding required for them to manage that learning. The following approaches are prioritised in delivering the programme:

Learning:

- **Progressive Learning Structure:** The learning is structured according to levels, to ensure that you are equipped with the knowledge and basic skills in the first year that enables you to explore project work at Level 5, building confidence for the independent work undertaken at Level 6. The principles involved are as follows:
 - **Level 4 (Foundation and Tools):** There is an emphasis on learning what university-level study involves – including formal qualities of scholarship and the construction and communication of a clear argument. The core modules HIS 4792 *Introduction to Modern History* and HIS 4772 *Turbulence and Transformation* both investigate the foundational contexts for contemporary political society, exploring contemporary history and modern history, respectively. The core Politics module PTC 4002 *British Politics in Comparative Perspective* investigates the structure and scope of contemporary politics and also explores the divergence in the institutions and processes across a range of nation states. In each of these modules there is guidance and support for the transition from A-Level to university study and they also provide the basic outlook and skills to enable further more in-depth study in Level 5.
 - **Level 5 (Range and Exploration):** student research and writing are given more scope in Level 5. Students work within pre-set themes or select from a range of topics and work with established criteria and formative guidance and support. The aim is to develop your confidence and to model the kind of choices required for fully independent work. The transition into Level 5 work and on to the fully independent Level 6 work is managed through several core modules. HIS 5792 *Themes in*

Modern World History develops the content analysed in its Level 4 equivalent HIS 4792 *Introduction to Modern History*, offering greater scope for personalised learning and greater emphasis on the techniques and processes required for independent study. PTC 5002 *British Party Politics* provides a similar theme of continuity and development from PTC 4002 *British Politics in Comparative Perspective*, where the nature of comparative politics is developed. PTC 5062 *Politics and the Media* has been designed to help integrate the core strands of History and Politics and to develop a specialist focus on the media behaviour in contemporary society. Specific attention to research skills and techniques for processing various types of primary source and evidence material is provided in HIS 5702 *Problems in History*.

- **Level 6 (Focus and Specialisation):** students are encouraged to outline the research methods and sources they will use in order to plan and structure active research and writing projects; and are required to formulate their own writing projects (e.g. in HIS 6744 *History Dissertation* in which a 10,000-word research project is designed, developed, with a focus on political analysis; historical study, or a combined topic). The other options offer scope for independent work in areas selected for their ethical and cultural complexity, presenting challenges and opportunities for various types of self-defined project work. There is also the option of taking HUM 6252 *Professional Learning Through Work* in which students negotiate with employers to produce a substantial project, relevant to History and Politics, for a company on a part-time basis over a sustained period of time (6 months).

Teaching:

- **Flipped Classroom:** The programme's modules offer small-class sizes, and employ 'flipped classroom' teaching methods to encourage active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.
- **Directed Activities:** To help structure active student-led sessions, specific activities are provided each week for reporting in class. This provides a means for quick and repeated experiences of formative assessment in each module.
- **Use of VLE:** To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include e-Clarc's packs of reading materials; bespoke videos and podcasts; links to external sites and materials; quizzes, and additional module handout material and Powerpoints. In addition, all non-lecture sessions are followed by a student-led summary of discussion posted on Moodle.

Assessment:

- **Formative Assessment:** Students have formative assessment in every module studied. In the creative writing modules, formative assessment is central and students are specifically expected to provide feedback on the work of other students and discuss, in a reflective commentary, how formative feedback, received from peers and lecturers, has been incorporated into their own creative work.
- **Diversity of Assessment methods:** Assessment methods will vary according to the level of each module and its specific discipline. As a principle, no assessment should be undertaken in later years that has not already been undertaken, with guidance, support and feedback (formative and summative) in an earlier year.
- **Negotiated Assessment:** Students will have opportunities, at each level, to negotiate the mode of assessment. The nature and level of negotiation is stepped-up at each Level. The principle here is to help guide and support you in making informed choices that are supported by previous experience and feedback. At Level 4, you can select from a range of pre-defined topics in modules and the assessment types are fixed for each module, but are varied across the Level. At Level 5, students can help shape their own topic and research questions, but within pre-defined areas (broader topics). The emphasis here is on developing technical competence and confidence in research, group work,

presentations, and analytical writing. At Level 6, you should be equipped and prepared to make their own decisions about topics and assessment formats.

Programme Level Assessment: You will undertake programme level assessment at Level 4. This is delivered through a 3-week practical group project, scheduled after the academic sessions in Semester 2, but before the placement. It integrates the learning for these levels and helps demonstrate the progressive Level structure of the programme. At Level 6, HIS 6744 *History Dissertation* performs an equivalent integrative and demonstrative function.

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS at a minimum of grade 6.0 with no element scoring below 5.5).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

University undergraduate Taught Course Academic Requirements apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

None

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Under the current external examiner arrangements there will be multiple examiners:

- The History external examiner will scrutinise work from both HIS modules and HUM modules on this programme.
- The Politics and International Relations external examiner will scrutinise work from the PTC modules.

These arrangements and those for the external examiner with oversight of the programme are subject to annual approval.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The semesterised programme structure affords opportunities for students to take up international exchange schemes, such as Erasmus+ and it also enables international students to undertake modules on this programme.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.