

Programme Specification for Undergraduate Programme Leading to: BA History and International Relations BA History and International Relations with Placement

Applicable for all undergraduate students **starting at FHEQ Level 4** in September 2021

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
0,1	February 2021	Programme approved for 2021/22 start. Block codes to be added	BJR

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/Department/Division	College of Business, Arts and Social Sciences, Department of Social and Political Sciences, Division of Politics and History.
4. Contributing College/Department/Division/ Associated Institution	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	BA (Hons) History and International Relations (FHEQ Level 6) BA (Hons) History and International Relations with Placement (FHEQ Level 6)
7. Programme title	BA History and International Relations
8. Programme type (single honours/joint)	Single honours
9. Normal length of programme (in months) for each mode of study	36 months Full Time/48 months Thick Sandwich
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years
11. Variation(s) to September start	None
12. Modes of study	Full-time/thick sandwich
13. Modes of delivery	Standard
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education in History and International Relations (FHEQ Level 4)

	Diploma of Higher Education in History and International Relations (FHEQ Level 5) Diploma of Higher Education in History and International Relations with Placement (FHEQ Level 5) BA (Ord) History and International Relations (FHEQ Level 6) BA (Ord) History and International Relations with Placement (FHEQ Level 6)
15. UCAS Code	TBA
16. HECoS Code	100302
17. Route Code	TBA
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	UK Quality Code for Higher Education QAA Subject Benchmark Statement (History) Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the ' Managing Higher Education Provision with Others ' page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on the University's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	No exchange programmes are available.
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	Link to programme information on the College website.

23. EDUCATIONAL AIMS OF THE PROGRAMME

To provide students with an attractive academic programme in history and international relations which is rigorous, flexible and coherent, so that they may acquire knowledge and understanding of diverse societies and cultures and explore these using the appropriate methodologies.

To develop students' understanding of the theoretical and empirical frameworks which underpin the subject of History and International Relations and not least how they interact.

To foster the core skills in history and other key general skills to develop student powers of independent enquiry, analysis and judgement, which enhance the study of history and international relations and transfer usefully into employment.

To enable students to integrate the conceptual and methodological approaches to international relations into their study of history.

To enable students, through a Work Placement, to develop skills and knowledge relevant to work and placement (4 yr thick sandwich mode)

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Year and FHEQ level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
Year 1 and FHEQ Level 4					
4		Demonstrate knowledge of the different empirical approaches employed in the study history			PX1605 PP1605
4		Demonstrate knowledge of the different theoretical approaches employed in the study of modern history			PP1608 PP1605
4		Demonstrate knowledge of African History, migration, race and gender.			PP1608 PX1605
4		Demonstrate knowledge of research design and qualitative methods used in International Relations			PP1600 PP1609
4		Demonstrate a knowledge of world politics and conflict in the modern world			PP1069 PP1609
4		Demonstrate effective communication			PX1605 PP1069 PP1608 PP1605 PP1609
Year 2 and FHEQ Level 5					
5		Apply geo-spatial concepts to history and international relations			PP2612 PP2613 PX2606 PX2604
5		Apply theories of International relations to empirical situations			PP2604 PP2612
5		Apply primary evidence and evaluate and critique its use in secondary sources.			PX2603 PP2612
5		Apply a critical analysis of evidence, scholarly output and historiography.			PX2603 PP2030 PP2613 PX2604 PX2605 PX2606 PX2609

5		Employ written skills to demonstrate the ability to analyse empirical results			PP2030 PP2613 PX2604 PX2605 PX2606 PX2609
5		Employ written skills to demonstrate the ability to analyse theoretical concepts			PP2604 PP2*** (project in History and IR)
		Apply a critical analysis of the importance of foreign engagement in a historical context			PP2612 PP2613 PP2030 PX2605 PX2606
5		Apply theoretical and empirical knowledge in understanding how history and international relations interact			PP2*** (project in History and IR)
Year 3 and FHEQ Level 6					
		Synthesize historiography and evidence relevant to the choice of research project topic			PP3*** (History and IR dissertation)
6		Synthesize theory and historical evidence on current issues facing the international system.			PP3***(History and IR dissertation) PP3*** (Slavery)
6		Synthesize historiography and evidence on current debates in modern history.			PP3001 PP3003 PP3013 PX3611 PP3608 PP3610 PX3608 PX3612
6		Apply critical and in-depth understanding of the use of evidence and theoretical methodologies in key debates in specific historical topics.			PP3001 PP3003 PP3013 PX3611 PP3608 PP3610 PX3608 PX3612
6		Independently use analytical, evaluative, and critical capacities to present findings			PP3***(Slavery) PP3*** (History and IR dissertation)

Students taking work placement (BA/DipHE with Placement)					
5		Demonstrate an understanding of a work environment, its structural and operational context, and the issues that shape them		PX2554	PX2555
5		Demonstrate the ability to reflect on professional and personal development issues arising from the employment experience		PX2554	PX2555

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Core knowledge and understanding of are acquired by means of lectures and other tutor-led activities, seminars, group discussion and guided independent study as appropriate for the particular module. This builds on compulsory modular blocks at FHEQ Level 4 providing a firm grounding for work at FHEQ Level 5 where compulsory modular blocks in international relations and historical methods is supported by optional modular blocks, and a dedicated project bringing together the subjects of History and International Relations. FHEQ Level 6 draws together knowledge and understanding of both empirical and conceptual work in the research project on a topic chosen by the student within the topic of History supported by the compulsory module bringing together both historical and international relations approaches to terrorism. In 4-year thick sandwich mode, a workshop and tutorials are provided, associated with the work placement. The conceptual and methodological relationship between history and international relations is integral to the programme. At Level 4 this is expressed through an equality of emphasis between the two approaches, which means a first year in common with the BSc International Relations and History. At Level 5, the emphasis shifts in favour of historiography, with the disciplinary foundations of International Relations supporting the historical approach. This emphasis and symbiosis is furthered and deepened at Level 6, with historiographic primacy over the IR disciplinary framework, even as their complementarity is maintained.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

Appropriate assessment forms are employed across all levels ranging from written examinations, coursework, research project, presentations and practical reports. Student on the placement degree will produce reflexion on placement and its connection to their academic programme of study. The range of assessment methods utilised tests cognitive skills through a shared emphasis on approaching a task or problem via a process of individual research, analysis and interpretation. All require clear, well-evidenced argumentation, and all call upon a degree of creative thought, imagination and independence of mind, although these are most extensively tested through more complex assignments, especially the research project, reflecting progression on the programme. Assessment noted above for the 4-year work placement programme of study. The ability to work independently, demonstrating initiative and the ability to organise time and work is an element essential to successful performance across the programme, and is assessed on all levels in variable form, but is especially tested in the FHEQ Level 6 research project. Transferable skills in writing, discussion, analysis, and independent judgement are a feature of the more independent and autonomous thought and research that characterise work at the higher levels, but opportunities for individual choice are available throughout the programme. Skills and understanding of the functioning of the workplace are assessed in the reflective workplace report for students taking the thick sandwich degree. The conceptual and methodological relationship between history and international relations is integral to the programme and reflected in the approach to assessment. At level 4 there is an equality of emphasis between the two approaches, which means a body of assessment that is in common with the BSc International Relations and History. Thereafter, the assessment approach between the two programmes progressively differs in accordance with their methodological divergence.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Level

The Foundation Level structure available to international students is specified in document "Validated Programme Element Specification for LBIC [insert programme element details]. This document also specifies the admission and progression requirements.

Year 1 and FHEQ Level 4

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits (20 credits each) PP1600 Research Design and Qualitative Methods in Politics PP1609 Conflict in the Modern World PP1069 Introduction to World Politics PP1608 Africa and the World PP1605 Conflict and Diplomacy in the Modern World PX1605 Migration and the Settler World	Optional modular block codes, titles and credits
Year 1 and FHEQ Level 4 Progression and Award Requirements As per Senate Regulation 2	

Year 2 and FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits (20 credits each) PP2*** History and International Relations Project (Core: Block) PP2604 Theories of International Relations PP2612 War and Geography PX2603 Historians and their Craft	Optional modular block codes, titles and credits (20 credits each, select 40 credits) PP2030 US Foreign Policy PP2613 National Security Intelligence PX2604 The First World War PX2605 Australia and the Modern World PX2606 Themes in African History PX2609 History of the Women’s Movement in the West
Year 2 and FHEQ Level 5 Progression and Award Requirements As per Senate Regulation 2	

Year 2 and FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume PP2554 History Pre-Placement (0 credits)	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits PX2555 History Placement (120 credits)	Optional modular block codes, titles and credits
Year 2 and FHEQ Level 5 Placement Progression and Award Requirements	
<p>As per Senate Regulation 2 For (insert award title here), (insert placement code) will contribute 25% of the Year 2 and FHEQ Level 5 profile and 8.3% of the overall degree calculation</p>	

Year 3 and FHEQ Level 6	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits (20 credits unless otherwise noted) PP3*** Research project in History and International Relations (40 credits) (Core: Block) PP3*** Slavery and Abolition	Optional modular block codes, titles and credits (20 credits each, select 60 credits) PP3001 Arab-Israeli Conflict PP3003 European Union Politics PP3013 Empire, Imperialism and Hegemony PX3611 Violence and Conflict in Eastern Africa PP3610 From Gibraltar to Suez: Britain's Quest to Dominate the Mediterranean PP3608 Terrorism 1960-2016 PX3608 British Maritime World 1660-1815 PX3612 The Creation of the Western Alliance, 1945-1955
Year 3 and FHEQ Level 6 Progression and Award Requirements	
<p>As per Senate Regulation 2 For BA History with Placement, PX2555 will contribute 8.3% of the overall degree calculation</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.