



## **BA (Hons) International History with Combined Studies**

### **Programme Specification**

**2022-23**

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## 1. INTRODUCTION

This document describes the **BA (Hons) International History with Combined Studies** awarded by Richmond University, the American International University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme.

Typically, students take the programme over 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Each undergraduate credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester. On this basis, students are required to earn a total of a minimum 120 US academic credit hours in order to complete their degrees. Of the courses in the programme, half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper division”, taken in years three and four, and coded 5000-6999.

The degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at RQF Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the *FHEQ*).

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents and syllabi.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2. OVERVIEW

<b>Programme/award title(s)</b>	BA (Hons) International History with Combined Studies
<b>Teaching Institution</b>	Richmond, the American International University in London
<b>Awarding Institution</b>	Richmond, the American International University in London
<b>Date of last validation</b>	30 March 2022
<b>Next revalidation</b>	Spring 2027
<b>Credit points for the award</b>	120 US Credits 480 UK Credits at <i>FHEQ</i> Levels 3-6 (120 at Level 3; 120 at Level 4; 120 at Level 5; 120 at Level 6)
<b>UCAS Code</b>	University Code: R20 History: V100
<b>Programme start date</b>	Fall 2022
<b>Underpinning QAA subject benchmark(s)</b>	QAA Benchmark Statement: History (2019) <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81_4">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81_4</a>
<b>Professional/statutory recognition</b>	N/A
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016.) QAA – Higher Education Review (AP) 2017
<b>Date of production/revision of this specification</b>	July 2022 (see chart at the end of this document for list of revisions)

### 3. ABOUT THE PROGRAMME

The **BA (Hons) International History with Combined Studies** programme at Richmond the American International University in London is a four year programme where the discipline is studied along side a range of other subjects. Progression through the International History programme is set out down each of the four columns of the Programme Outcome grid – with level-specific programme outcomes at each of the FHEQ Levels. The programme outcomes are then applied in each course on the programme through assessed, courses-specific learning outcomes. On successful completion of **BA (Hons) International History with Combined Studies**, a student is expected to be able to demonstrate all of the Programme Outcomes.

### 4. MISSION

The **BA (Hons) International History with Combined Studies** programme aims to demonstrate how the past has impacted upon, and shapes, the present, by making use of the intercultural and international resources provided by faculty and students, as well as the museum and archival collections of London itself. The programme provides a broad base of contemporary and classical knowledge in International History in the first year, upon which is built a gradually more complex and more specific understanding of key themes and periods. The curriculum emphasizes varied methodological, interdisciplinary and comparative approaches, ranging from ancient to contemporary facets of International History, with a strong focus on empires and imperialism, flows (of peoples, cultures and goods), the international order (including the rise of nations and nationalism), war and peace, and the international significance of cultural and visual history. Within this focus, the programme strives to foster research and scholarship in historical enquiry and to teach key critical and transferable skills. By responding to the interests of the students and by providing a supportive, fair and intellectually challenging cultural environment, the programme aims to be rewarding for its own sake while simultaneously preparing students, especially by way of the internship programme, for careers and postgraduate study.

### 5. PROGRAMME STRUCTURE

#### **BA (Hons) International History with Combined Studies**

A normal course load per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 120 UK credits at Level 6 in the major.

Please note that students must complete all Liberal Arts requirements AND a minimum of 120 credits at each FHEQ level. The Liberal Arts programme offers more choice amongst levels, so students and advisors must ensure that both Liberal Arts requirements and overall level requirements are satisfied.

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives

**Table 1: Lower-Division / Levels 3 and 4 Degree Requirements**

<b>LOWER-DIVISION REQUIREMENTS</b>			
<b>RQF Level 3</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>AMS 3100</b>	Discovering America: Foundations of American Studies	3	12
<b>HST 3200</b>	World Cultural History	3	12
<b>HST 3205</b>	The Global Cold War	3	12
<b>GEP 3105</b>	Tools for Change	3	12
<b>GEP 3180</b>	Research and Writing I	3	12
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>GEP 3150</b>	Visual Thinking		
<b>GEP 3170</b>	Narratives of Change		
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>ENV 3XXX</b>	Any RQF Level 3 ENV course		
<b>XXX 3XXX</b>	RQF Level 3 Elective (only if satisfying ENV requirement at FHEQ Level 4)		
<b>Plus:</b>			
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>QCF Level 3 Credit Totals</b>		<b>30</b>	<b>120</b>

<b>FHEQ Level 4</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>HST 4101</b>	The Atlantic Slave Trade and Memory	3	12
<b>HST 4102</b>	Versailles to Vietnam: Social History of the USA	3	12
<b>HST 4405</b>	History of Fashion	3	12
<b>GEP 4180</b>	Research and Writing II	3	12
<b>GEP 4105</b>	Change in Practice	3	12
<b>DGT 4120</b>	Data Analysis for Social Change	3	12
<b>plus two of the following:</b>		<b>6</b>	<b>24</b>
<b>AVC 4200</b>	Intro to Art Across Cultures		
<b>AVC 4205</b>	Introduction to Visual Culture		
<b>PLT 4102</b>	Rich World/Poor World		
<b>ECN 4115</b>	Modern Economic History		
<b>FLM 4200</b>	Introduction to Film Studies		
<b>PLT 4100</b>	Modern Political Thought		
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>ENV 4XXX</b>	Any FHEQ Level 4 ENV course		
<b>XXX 4XXX</b>	FHEQ Level 4 Elective (only if satisfying ENV requirement at RQF Level 3)		
<b>Plus:</b>			

XXX 4XXX	FHEQ Level 4 Elective	3	12
<b>FHEQ Level 4 Credit Totals</b>		<b>30</b>	<b>120</b>

**Table 2: Upper-Division / Levels 5 and 6 Requirements**

<b>UPPER-DIVISION REQUIREMENTS</b>			
<b>FHEQ Level 5</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
HST 5105	Rise of the Right: A History of Fascisms	3	12
HST 5110	Nationalism And Conflict	3	12
HST 5400	History of London	3	12
AVC 5210	History of Design	3	12
HST 5210	Of Myths and Monsters: History of History	3	12
<b>plus one of the following:</b>		<b>3</b>	<b>12</b>
AMS 5101	US and UK Comparative History		
AVC 5200	Museums and Galleries of London		
AVC 5205	Art in Context		
FLM 5200	Mainstream Cinema: Studies in Genre		
FLM 5420	Post-Apocalyptic Worlds		
HST 5445	Black London		
HST 5101	Russian History and Politics		
PLT 5101	Capitalism and its Critics		
PLT 5102	Democracy and its Enemies		
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
GEP 5101	Service Learning: Digital Collaboration		
GEP 5102	Service Learning: Leadership in a Changing World		
GEP 5103	Service Learning: Environment and Society		
GEP 5104	Service Learning: Global Citizenship and Migration		
<b>Plus:</b>			
XXX 5XXX	FHEQ Level 5 Elective	3	12
XXX 5XXX	FHEQ Level 5 Elective	3	12
XXX 5XXX	FHEQ Level 5 Elective	3	12
<b>FHEQ Level 5 Credit Totals</b>		<b>30</b>	<b>120</b>

<b>FHEQ Level 6</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
HST 6105	Propaganda: History and Image	4	16
HST 6101	Culture, Power, and Empire	4	16

HST 6103	Visualizing Enlightenment: Art, Ideas, Material Culture	4	16
HST 6104	Modern Warfare and Social Change	4	16
HST 6296	Senior Seminar in History 1	3	12
HST 6297	Senior Seminar in History 2	3	12
<b>plus one of the following:</b>		<b>4</b>	<b>16</b>
AMS 6102	American Culture Wars		
AVC 6102	Non-Western Visual Cultures		
FLM 6103	International Cinema		
HST 6901	World Internship in History		
HST 6902	Internship in History		
INR 6103	Diplomatic Studies		
PLT 6101	Contemporary Political Theory		
<b>Plus:</b>			
XXX 6XXX	FHEQ Level 6 Elective	4	16
<b>FHEQ Level 6 Credit Totals</b>		<b>30</b>	<b>120</b>

## 6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

## 7. KEY PROGRAMME OUTCOMES

Upon completing the **BA (Hons) International History with Combined Studies** students should have:

- A. HISTORIOGRAPHICAL KNOWLEDGE BASE: Acquired historiographical knowledge and understanding of the problems inherent in the historical record itself.
- B. PRACTICAL KNOWLEDGE BASE: Appreciated the complexity and diversity of situations and events in the past, and how these past events provide context for people's existence, actions, and thought.
- C. COGNITIVE SKILLS: Demonstrated knowledge and understanding of the key methods of International History, including critical evaluation upon a range of texts and other primary sources as well as historiographical sources of evidence.
- D. PERSONAL DEVELOPMENT: Developed a range of cognitive, communication and social skills relevant to their intellectual, vocational and personal development.

### Historiographical Knowledge Base (A)

#### LEVEL 3

- i. Demonstrates an understanding of processes in international history.



#### LEVEL 4

- i. Demonstrates a broad understanding of processes in international history, including an ability to conceptualise time-depth and appreciate the 'otherness' of the past.
- ii. Demonstrates a broad insight into problems of constructing international history and a respect for historical context and evidence.

#### LEVEL 5

- i. Demonstrates a detailed understanding of processes in international history up to the present, including an informed judgement of time-depth and appreciation of the 'otherness' of the past.
- ii. Demonstrates a detailed understanding of problems of constructing international history, and exercises a degree of critical judgements regarding historical context and evidence.
- iii. Demonstrates a critical engagement with key scholars in history, and with varied historical traditions.

#### LEVEL 6

- i. Demonstrates a systematic understanding of processes in international history up to the present, including a sophisticated judgement of time-depth and appreciation of the 'otherness' of the past.
- ii. Demonstrates a systematic understanding of the problems of constructing international history, and is able to develop critical responses to historical context and evidence.
- iii. Demonstrates a systematic understanding of different historical traditions, and the significance of key historians in the development of international history as a subject area.
- iv. Demonstrates a systematic understanding of key texts and debates in international history, and the reflexive relationship between these and the interpretation of history.

### **Practical Knowledge Base (B)**

#### LEVEL 3

- i. Demonstrates an awareness of historical knowledge across both time and space.

#### LEVEL 4

- i. Demonstrates the accumulation of a broad body of historical knowledge across both time and space.
- ii. Demonstrates a broad understanding of the continuities and change in, and causes and consequences of, historical processes.

#### LEVEL 5

- i. Demonstrates the accumulation of a detailed body of historical knowledge across both time and space.
- ii. Demonstrates a historiographical engagement with core patterns and events in international history.
- iii. Demonstrates a detailed understanding of the continuities and change in, and causes and consequences of, historical processes.

#### LEVEL 6

- i. Demonstrates the accumulation of, and historiographical engagement with, a substantial body of historical knowledge across time and space, along with a sophisticated understanding of related processes of continuity and change, and of causes and consequences.
- ii. Demonstrates a systematic insight into, and sophisticated understanding of the significance of, the cultural, economic, geographical, political, and social dimensions of international history.
- iii. Demonstrates a systematic understanding of a core problem or issue in the subject area, along with a sophisticated application of historiography and historical method to historical evidence.
- iv. Demonstrates a systematic understanding of major thematic debates in the subject area, with a sophisticated historical analysis that utilises knowledge from other cognate fields as is appropriate.

### Cognitive Skills (C)

#### LEVEL 3

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to communicate arguments effectively in written, oral or other forms, with an understanding of appropriate methods.

#### LEVEL 4

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms.
- ii. Demonstrates a broad understanding of quantitative and/or qualitative research methods.
- iii. Demonstrates an ability to judge the reliability of sources, and begins to identify the strengths and weaknesses of concepts and theoretical frameworks.

#### LEVEL 5

- i. Demonstrates the ability to formulate and synthesize arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources, with a detailed understanding of quantitative and/or qualitative methods.
- ii. Delivers work with limited supervision to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
- iii. Exercises a degree of independent and informed critical judgement in analysis.

#### LEVEL 6

- i. Demonstrates the ability to gather, organise and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.
- ii. Demonstrates the ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated.

- iii. Demonstrates the ability to produce detailed analyses of competing perspectives and concepts, to make comparisons and connections and to identify the possibility of new concepts.
- iv. Demonstrates the ability to provide critically appraisals of some of the widespread common sense understandings and misunderstandings of the subject area, and the debates and disagreements to which these give rise.

### Personal Development (D)

#### LEVEL 3

- i. Demonstrates an awareness of views other than their own and adapts behaviour to meet obligations in personal and/or group outcomes and/or output.

#### LEVEL 4

- i. Acts with limited autonomy under direction or supervision and engages in evaluation of own work and capabilities and outputs in key areas.
- ii. Demonstrates broad skills that are relevant to the workplace, including the ability to work productively in a group or team, and to recognise factors that affect performance, including changing contexts, audiences and degrees of complexity.
- iii. Demonstrates the ability to use a range of information communication technology (ICT) skills to perform tasks.

#### LEVEL 5

- i. Demonstrates well-developed skills that will translate into the workplace, including the ability to work effectively within a group or team, to engage in self-reflection, and to adapt own actions and interpersonal communication skills to changing contexts, audiences and degrees of complexity.
- ii. Delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria.
- iii. Demonstrates the ability to adapt to complex and non-routine performance tasks using information communication technology (ICT).

#### LEVEL 6

- i. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions.
- ii. Demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication.
- iii. Demonstrates flexible skills that translate directly into the workplace, including the ability to plan and manage for changing contexts, audiences and levels of complexity, and advanced group or team work capacities, for example listening, contributing, leading, negotiating and proactively managing conflict as is appropriate.
- iv. Demonstrates the ability to flexibly locate their own normative views and cultural commitments within the practice of research, with a level of autonomy.

## 8. TEACHING, LEARNING, AND ASSESSMENT

### Teaching Strategy

The teaching and learning strategy adopted within the **BA (Hons) International History with Combined Studies** degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involves a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as PowerCAMPUS (or Blackboard) in many courses.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their cognitive skills are developed through

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Their practical skills are gained through

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

Their key skills are gained through

- Employing and using appropriate linguistic skills
- Independent learning

### Assessment Strategy

The assessment strategies we use with our **BA (Hons) International History with Combined Studies** degree speak directly to how we anticipate progression with student learning to take place.

In terms of following up with the assessment of student learning and consistent with US liberal arts traditions, our classes rely on the system of continuous assessment on a course by

Programme specification and curriculum map – BA (Hons) International History with Combined Studies

course basis and throughout any given semester. This approach often involves the use of term-papers, portfolios of work, quizzes, mid-semester and final exams as well as student presentations and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. Many of our courses involve a site visit or require attendance at a public lecture as well. Students generally find these events to be extremely valuable to their learning.

Courses will follow the University Assessment Norms, details of which are listed in each CSD.

Each senior will end their programme with a dissertation which will normally have 8,000-10,000 words.

## 9. ENTRY REQUIREMENTS

### Admissions

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

<https://www.richmond.ac.uk/undergraduate-admissions/>

### Transfer Credit

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Please see the Transfer Credit Policy Undergraduate for details.

## 10. EXIT AWARD REQUIREMENTS

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which he or she is registered. Students may not enter the university registered for an exit award.

### Associate of Arts Degree in General Studies (US)

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements.

30 US / 120 UK credits at RQF Level 3

30 US / 120 UK credits at FHEQ Level 4

Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond. Students must obtain a minimum cumulative GPA of 2.0 and a major of 2.0 in order to qualify for this degree. Latin Honours are not applied to the AA Degree.

The requirements for the AA degree are outlined in Table 1 above. All Level 3 and 4 Major and General Education Liberal Arts Core Requirements must be completed.

### **Certificate of Higher Education in International History (UK)**

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree, but the CertHE does not require the completion of 30 US/120 credits at RQF Level 3. Students who qualify for the AA degree will automatically qualify for the CertHE. But students may qualify for a CertHE without fulfilling the requirements for a US AA degree if they have not completed all of the RQF Level 3 requirements necessary to obtain the AA.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK CertHE, 15 US/60 UK credits must be completed at Richmond.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements. All Level 4 Major and General Education Liberal Arts Core Requirements must be completed.

### **Diploma of Higher Education in International History (UK)**

The UK Diploma of Higher Education (DipHE) has no US equivalent. The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK DipHE, 15 US/60 UK Level 4 credits and 15 US/60 UK Level 5 credits must be completed at the University.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements. All Level 4 Major and General

Education Liberal Arts Core Requirements must be completed. Level 6 courses can be “dipped-down” to fulfil missing Level 5 credits.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

## **11. STUDENT SUPPORT AND GUIDANCE**

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students’ academic progress, meeting with each advisee at least once per semester. Advisers assist students with registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room.

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students’ educational experiences. Disciplinary and social grievance procedures are also overseen by this department.

## **12. PLACEMENT**

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work (see level 6 options).

Expectations with regard to careers education, information, advice and guidance (as outlined in the section on Enabling Student Achievement in *The UK Quality Code for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook.

### 13. STUDY ABROAD

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. With 40 plus partnerships spread over five continents, students are able to select from a wide range of partners. All courses taken elsewhere must be pre-approved by Registry Services.

### 14. REGULATORY FRAMEWORK

The **BA (Hons) Degree in International History with Combined Studies** degree is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. ([www.qaa.ac.uk](http://www.qaa.ac.uk))
- QAA (2008). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer ([www.seec.org.uk](http://www.seec.org.uk)).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015. (<http://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

### Ensuring and Enhancing the Quality of the Programme

The **BA (Hons) International History with Combined Studies** features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners



- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

**BA (Hons) International History with Combined Studies** is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

## APPENDIX 1 Curriculum Map

HST CORE COURSES
CORE COURSES FROM OTHER AREAS
HST OPTIONAL COURSES
OPTIONAL COURSES FROM OTHER AREAS

LEVEL 3	HST 3200 World Cultural History	HST 3205 The Global Cold War		AMS 3100 Foundations of American Studies
A3(i)	X	X		X
B3(i)	X	X		X
C3(i)	X	X		X
D3(i)	X	X		X

LEVEL 4	HST 4101 The Atlantic Slave Trade and Memory	HST 4102 Versailles to Vietnam: Social History of the USA	HST 4405 History of Fashion		DGT 4120 Data Analysis for Social Change		AVC 4200 Intro to Art Across Cultures	AVC 4205 Introduction to Visual Culture	ECN 4115 Modern Economic History	FLM 4200 Introduction to Film Studies	PLT 4100 Modern Political Thought	PLT 4102 Rich World Poor World
A4(i)	X	X	X				X		X		X	X
A4(ii)	X	X	X				X		X			X
B4(i)	X	X	X				X			X	X	
B4(ii)	X	X	X					X	X			X
C4(i)	X	X	X		X		X	X		X	X	X
C4(ii)	X	X	X					X				
C4(iii)	X	X	X		X					X	X	X
D4(i)	X	X	X		X			X		X	X	
D4(ii)		X	X				X	X				X
D4(iii)	X	X			X							X

LEVEL 5	HST 5105 Rise of the Right	HST 5110 Nationalism & Conflict	HST 5210 Of Myths and Monsters	HST 5400 History of London		AVC 5210 History of Design		HST 5101 Russian History and Politics	HST 5445 Black London
A5(i)	X	X		X		X		X	
A5(ii)	X		X	X					X
A5(iii)		X	X					X	X
B5(i)	X	X		X		X		X	X
B5(ii)		X	X						
B5(iii)	X			X				X	X
C5(i)	X	X	X	X		X		X	X
C5(ii)	X	X	X	X		X		X	X
C5(iii)	X	X	X	X		X		X	X
D5(i)		X	X	X		X			X
D5(ii)	X	X	X			X		X	
D5(iii)	X		X	X		X		X	X
LEVEL 5	AMS 5101 US and UK Comparative History	AVC 5200 Museums and Galleries of London	AVC 5205 Art in Context	FLM 5200 Mainstream Cinema: Studies in Genre		FLM 5420 Post- Apocalyptic Worlds		PLT 5101 Capitalism and its Critics	PLT 5102 Democracy and its Enemies
A5(i)	X		X			X		X	X
A5(ii)	X			X					
A5(iii)		X						X	
B5(i)	X	X	X			X			
B5(ii)	X	X	X	X					
B5(iii)								X	X
C5(i)	X	X	X	X					
C5(ii)	X	X	X			X		X	X
C5(iii)	X	X	X			X		X	X
D5(i)	X	X	X			X			X
D5(ii)	X	X	X	X		X		X	X
D5(iii)		X	X			X			

LEVEL 6	HST 6105 Propaganda: History and Image	HST 6101 Culture, Power & Empire	HST 6296 Senior Seminar 1	HST 6297 Senior Seminar 2	HST 6103 Visualising Enlightenm ent	HST 6104 Modern Warfare and Social Change	HST 6901/6902 Internship/ World Internship
A6(i)	X	X			X	X	
A6(ii)			X	X			
A6(iii)	X	X			X	X	
A6(iv)			X	X			
B6(i)	X	X			X	X	
B6(ii)		X			X		
B6(iii)			X	X			
B6(iv)	X		X	X		X	
C6(i)	X	X	X	X	X	X	X
C6(ii)			X	X			
C6(iii)	X	X			X	X	X
C6(iv)	X	X	X	X	X	X	
D6(i)			X	X			X
D6(ii)	X	X	X	X	X	X	X
D6(iii)	X	X		X	X	X	X
D6(iv)	X	X	X	X	X	X	X

<b>LEVEL 6</b>	<b>AMS 6102 American Culture Wars</b>	<b>AVC 6102 Non-Western Visual Cultures</b>	<b>FLM 6103 International Cinema</b>	<b>INR 6103 Diplomatic Studies</b>	<b>PLT 6101 Contemporary Political Theory</b>
<b>Ai</b>		<b>X</b>		<b>X</b>	
<b>Aii</b>		<b>X</b>			
<b>Aiii</b>	<b>X</b>				
<b>Aiv</b>				<b>X</b>	
<b>Bi</b>		<b>X</b>	<b>X</b>	<b>X</b>	
<b>Bii</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Biii</b>				<b>X</b>	
<b>Biv</b>	<b>X</b>	<b>X</b>			<b>X</b>
<b>Ci</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Cii</b>		<b>X</b>			
<b>Ciii</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Civ</b>	<b>X</b>	<b>X</b>			
<b>Di</b>		<b>X</b>			
<b>Dii</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>Diii</b>		<b>X</b>			
<b>Div</b>	<b>X</b>				<b>X</b>

## APPENDIX 2: KILO KPO OUTCOME AND ASSESSMENT MAPPING BA INTERNATIONAL HISTORY WITH COMBINED STUDIES

Key Institutional Learning Outcome (Standard V) Assessment Requirement)	MSCHE Standard III Design Requirement	Key Programme Outcomes BA International Relations	Programme Outcomes	How will it be assessed (grades without a rubric do not count, please list courses that will be included)?	When will it be assessed	Changes stemming from assessment results
<p><b>KILO 1: Critical Thinking: Demonstrate the ability to use appropriate methods to gather and organise ideas and information to ask, explore, and answer questions.</b></p>	Critical Analysis and Reasoning	Engage critically with historiographical issues within the subject area	<p>A4(i), (ii), B4(i), (ii), C4(i), (ii), (iii), D4(i), (ii), (iii)</p> <p>A5(ii), (iii), B5(ii), C5(i), (ii), (iii), D5(i), (ii), (iii)</p> <p>A6(i), (iii), B6(i), (ii), C6(i), (iii), (iv), D6(ii), (iii), (iv)</p>	<p>HST 4102 Versailles to Vietnam: Social History of the USA (Assessed through <i>PRIMARY DOCUMENT EXERCISE</i>)</p> <p>HST 5210 Of Myths and Monster: History of History (Assessed through <i>RESEARCH ESSAY</i>)</p> <p>HST 6101 Culture, Power and Empire (Assessed through <i>ESSAY</i>)</p>	22/23	

<p>KILO 2: IT Literacy and Communication Competency: <b>Demonstrate the ability to effectively communicate, in a group and individually, through verbal, written, and digital means.</b></p>	<p><b>Oral and Written Communication</b></p>	<p><b>Demonstrates a range of effective and professional communication skills</b></p>	<p><b>A3(i), B3(i), C3(i), D3(i)</b></p> <p><b>A5(ii), (iii), B5(ii), C5(i), (ii), (iii), D5(i), (ii), (iii)</b></p> <p><b>A6(ii), (iv), B6(iii), (iv), C6(i), (ii), (iv), D6(i), (ii), (iii), (iv)</b></p>	<p><b>HST 3205 The Global Cold War (Assessed through <i>ESSAY</i>)</b></p> <p><b>HST 5210 Of Myths and Monster: History of History (Assessed through <i>PRESENTATION ON HISTORIANS</i>)</b></p> <p><b>HST 6297 Senior Seminar 2 (Assessed through <i>ORAL PRESENTATION</i>)</b></p>	<p><b>22/23</b></p>	
<p>KILO 3: Research and Writing: <b>Demonstrate the ability to work independently and use appropriate research skills and methodologies.</b></p>	<p>Oral and Written Communication</p>	<p>The ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of historiographical research methods is demonstrated</p>	<p><b>TBC</b></p> <p><b>A5(i), (ii), B5(i), (iii), C5(i), (ii), (iii), D5(i), (iii)</b></p> <p><b>A6(ii), (iv), B6(iii), (iv), C6(i), (ii), (iv), D6(i), (ii), (iv)</b></p>	<p><b>GEP 4180 Research and Writing II (Assessed through <i>FINAL ASSIGNMENT</i>)</b></p> <p><b>HST 5400 History of London (Assessed through <i>ANALYTICAL ESSAY</i>)</b></p> <p><b>HST 6296 Senior Seminar 1 (Assessed through <i>RESEARCH PROPOSAL</i>)</b></p>		
<p>KILO 4: Sustainability: <b>Demonstrate an understanding of environmental, community, and individual sustainability to meet the needs of the present without compromising the future.</b></p>	<p>Scientific Reasoning</p>	<p>Demonstrate an understanding of the social, economic and environmental aspects of sustainability in theory and practice.</p>	<p><b>TBC</b></p> <p><b>A5(i), (ii), B5(i), (iii), C5(i), (ii), (iii), D5(i), (iii)</b></p>	<p><b>ENV 4100 Endangered Species, Ecology and Conservation (Assessed through <i>FINAL EXAM</i>)</b></p> <p><b>HST 5400 History of London (Assessed through <i>PSYCHOGEOGRAPHY REPORT</i>)</b></p>		

KILO 5: Quantitative: <b>Interpret, analyse, and communicate quantitative information using mathematical, statistical, or symbolic reasoning.</b>	Quantitative Reasoning	Interpret, analyse, and communicate quantitative information using a range of tools and strategies.	C4(i), C4(iii), D4(i), D4(iii)	DGT 4120 Data Analysis for Social Change (Assessed though <i>TBD</i> )		
KILO 6: Creative Thinking: <b>Approach challenges with intellectual curiosity to make connections and find hidden relationships between seemingly unrelated fields.</b>	Creative Thinking	A creative, interdisciplinary approach to historiography	TBC  TBC	GEP 3170 Narratives of Change (Assessed through <i>SHORT PAPER</i> )  GEP 5104 Service Learning: Global Citizenship and Migration (Assessed through <i>TBD</i> )		
KILO 7: Ethics and Diversity: <b>Demonstrate an awareness of the importance of ethical judgment and use ethical judgment to inform decisions</b>	Cultural and Global Sensitivity	Ability to engage in ethical judgement and consideration of diversity and inclusiveness both in their own work and in reflection to courses,	A3(i), B3(i), C3(i), D3(i)  A6(ii), (iv), B6(iii), (iv), C6(i), (ii), (iv), D6(i), (ii), (iv)	HST 3200 World Cultural History (Assessed through <i>FINAL EXAM – Primary Source Analysis Section</i> )  HST 6296 Senior Seminar 1 (Assessed though <i>RESEARCH PROPOSAL</i> )		
KILO 8: Entrepreneurship and Enterprise Education: <b>Creatively solve problems, act with autonomy and be a skillful contributor, planner and/or manager</b>		Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternative, and plan and implement actions.	TBC  TBC	GEP 5104 Service Learning: Global Citizenship and Migration (Assessed through <i>TBD</i> )  HST 6902/6901 Internship / World Internship in International Relations (Assessed through <i>TBD</i> )		





## Programme Specification Publication Dates

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