



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

### **Programme Specification**

**2021-22**

## Contents

1. INTRODUCTION .....	3
2. OVERVIEW .....	4
3. ABOUT THE PROGRAMME .....	5
4. MISSION .....	6
5. PROGRAMME STRUCTURE.....	6
6. PROGRAMME OUTCOMES.....	9
7. KEY PROGRAMME OUTCOMES.....	9
Historiographical Knowledge Base (A).....	9
Practical Knowledge Base (B).....	10
Cognitive Skills (C).....	11
Personal Development (D).....	12
8. TEACHING, LEARNING, AND ASSESSMENT .....	13
Teaching Strategy.....	13
Assessment Strategy.....	13
9. ENTRY REQUIREMENTS.....	14
Admissions .....	14
Transfer Credit .....	14
10. EXIT AWARD REQUIREMENTS.....	14
11. STUDENT SUPPORT AND GUIDANCE .....	16
12. PLACEMENT .....	16
13. STUDY ABROAD.....	17
14. REGULATORY FRAMEWORK.....	17
Ensuring and Enhancing the Quality of the Programme .....	17
APPENDIX 1 Curriculum Map.....	19
Programme Specification Publication Dates .....	21

## 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 complete 40 separate courses over the programme which takes 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Normally, each course carries 3 US academic credits (equivalent, approximately, to 3 classroom contact hours 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 these 40 courses, roughly 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>	September 2016
<b>Next revalidation</b>	2021-22
<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>	September 1996
<b>Underpinning QAA subject benchmark(s)</b>	QAA Benchmark Statement: History (December 2014) <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_12">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_12</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>	May 2021 (see chart at the end of this document for list of revisions)

### 3. ABOUT THE PROGRAMME

**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. Richmond 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 (<http://www.richmond.ac.uk/content/admissions/about-richmond/american-british-accreditation.aspx>).

Students are encouraged to attend meetings, lectures at other London universities, institutions, think-tanks, agencies and organisations as is appropriate.

Faculty are members of a variety of professional organisations, such as *The Royal Historical Society*, *The British Association for Canadian Studies*, *The British, Czech and Slovak Historians' Forum*, *The Institute for Historical Research*, the *New Zealand Studies Association*, the *New Zealand Historical Association*, & *The Society for Eighteenth-Century Studies*.

Classroom-based instruction is supplemented by opportunities to participate in class visits to the *British Museum*, the *Imperial War Museum*, the *Museum of London*, the *National Archives* in Kew, the *National Gallery*, the *Royal Academy*, the *Women's Library*, as well as visits to Wales, Brussels, Rome and Paris, amongst others. In the past students have travelled as far away as Egypt and Istanbul.

The Major provides an excellent foundation for subsequent careers in law, media and journalism as well as within international organizations, government agencies, the diplomatic service, and business. Students can complement this foundation with opportunities for taking up internships in London's unique environment, including the *British Museum's* Department of Egyptology. It also prepares students for more specialized graduate studies in History or Law. *Richmond* graduates have strong records in postgraduate study at some of the best universities in the UK and around the World.

Students are encouraged to attend meetings, seminars at the *Institute of Historical Research*, plus conferences (such as annual Holocaust Memorial Seminars), and lectures at other London universities, such as the *London School of Economics*, as appropriate.

#### 4. MISSION

The International History Major at Richmond 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 Major 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 Major 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 Major 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

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. As long as a minimum 120 credits per level is achieved, Liberal Arts Options I and II will be automatically fulfilled.

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

LOWER-DIVISION REQUIREMENTS			
QCF Level 3		US CREDITS	UK CREDITS
HST 3200	World Cultural History	3	12
HST 3205	The Global Cold War	3	12
GEP 3100	Transitions I	3	12
GEP 3101	Transitions II	3	12
GEP 3120	Quantitative Reasoning	3	12
GEP 3140	Scientific Reasoning	3	12
GEP 3160	Creative Expression	3	12
GEP 3180	Research and Writing I	3	12
XXX 3xxx	QCF Level 3 Elective (can be Gen Ed Hum SS requirement)	3	12
XXX 3xxx	QCF 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>
HST 4100	When Worlds Collide: Race and Empire c1400-1888	3	12
HST 4105	Versailles to Vietnam: US & the World	3	12
INR 4105	Evolution of International Systems	3	12
<b>plus two of the following:</b>		<b>6</b>	<b>24</b>
AVC 4200	Intro to Art Across Cultures		
COM 4200	Introduction to Visual Culture		
DEV 4100	Rich World/Poor World		
ECN 4115	Modern Economic History		
FLM 4200	Introduction to Film Studies		
HST 4405	History of Fashion		
PLT 4100	Major Political Thinkers		
SCL 4110	Gender and Culture		
<b>And all of the following</b>			
GEP 4180	Research and Writing II	3	12
XXX 4xxx	FHEQ Level 4 Elective (can be Gen Ed Hum SS requirement)	3	12
XXX 4xxx	FHEQ Level 4 Elective	3	12
XXX 4xxx	FHEQ Level 4 Elective	3	12
xxx 4 xxx	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 5205	Rome in the East: Culture & Faith in Late Antiquity	3	12
HST 5210	Of Myths and Monsters: A History of History	3	12
HST 5420	Comparative Monarchies: Games of Thrones	3	12
<b>plus one of the following:</b>		<b>3</b>	<b>12</b>
AMS 5200	Power in the Americas		
AVC 5210	History of Design		
AVC 5215	Art History: Theory and Practice		
AVC 5415	Art of Pre-Historic Europe		
COM 5105	Modern Popular Music		
FLM 5200	Mainstream Cinema: Studies in Genre		
HST 5400	History of London		
HST 5405	US and UK Comparative History		
HST 5435	Crusades and Jihads		
HST 5440	Saxon and Viking Culture in England		

INR 5210	Development and Geopolitics in East Asia		
LIT 5420	Postcolonial Literatures		
PHL 5400	Modern European Mind		
PLT 5200	Political Economy: Capitalism and its Critics		
PLT 5205	British Politics: Inside Parliament		
PLT 5100	Politics of the Middle East		
PLT 5415	Politics of Sub-Saharan Africa		
PLT 5420	Russian Politics and History		
SCL 5105	Religion, Magic and Witchcraft		
And all of the following			
XXX 5 xxx	FHEQ Level 5 Elective	3	12
XXX 5 xxx	FHEQ Level 5 Elective	3	12
XXX 5 xxx	FHEQ Level 5 Elective	3	12
XXX 5 xxx	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 6205	Pictures of Power: History, Image	3	12
HST 6215	History on Film	3	12
HST 6225*	Culture, Power, and Empire	3	12
HST 6296	Senior Seminar in History 1	3	12
HST 6297	Senior Seminar in History 2	3	12
HST 6410	Migration and Diasporas	3	12
<b>plus four of the following OR Internship and two of the following</b>		<b>12</b>	<b>48</b>
AMS 6215	American Culture Wars		
AVC 6400	Non-Western Visual Culture		
AVC 6405	New Media & Visual Power		
AVC 6410	Visualising People & Place		
AVC 6415	Questioning Renaissance Art		
FLM 6230	International Cinema		
HST 6425	War and Society: Medieval to Modern		
HST 6220	US History Since 1972		
HST 6415	Island to Empire: British History from 1707-1922		
HST 6420	Visualising Enlightenment: Art, Ideas, Material Culture		
HST 6962	World Internship in History (6 CREDITS)		
HST 6972	Internship in History (6 CREDITS)		
INR 6205	International Political Economy		
INR 6400	Conflict and Peace Studies		

INR 6410	Diplomatic Studies		
PLT 6200	Liberty Justice Equality: Contemporary Political Theory		
PLT 6410	Politics of Environmentalism		
PLT 6415	Ethnicity and Identity		
PLT 6420	Gender, Politics and Intl Relations		
PLT 6425	Religion, Identity And Power		
PLT 6430	Democracy and Democratization		
<b>FHEQ Level 6 Credit Totals</b>		<b>30</b>	<b>120</b>

\* May be co-taught at L7.

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives, one of these electives (at RQF L3 or FHEQ L4) must fulfil the Humanities/Social Sciences Gen Ed Elective requirement

## 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 processes in international history.

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

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

#### 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 ability to differentiate between continuity and change when presented with historical narratives.
- iii. Demonstrates a broad understanding of causes and consequences in international history.

#### 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 at the international levels.

#### 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. Please note that there is an option for co-teaching at L7 on this programme.

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 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 20 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

Green Cells are core course from within the International History Programme

Pink Cells are core courses from other Programmes. Their learning outcomes are derived from their relevant programme specifications. They have been fitted as well as possible into the History Curriculum Map

Yellow Cells are optional courses from within the History Programme

LEVEL 3	HST 3200 World Cultural History	HST 3205 The Global Cold War
A3(i)	X	X
B3(i)	X	X
C3(i)	X	X
D3(i)	X	X

LEVEL 4	HST 4100 When Worlds Collide	HST 4105 Versailles to Vietnam		INR 4105 Evolution of Int'l Systems	HST 4405 History of Fashion
A4(i)	X	X		X	
A4(ii)		X			X
A4(iii)	X				X
B4(i)		X		X	X
B4(ii)	X				
B4(iii)		X		X	X
C4(i)	X	X		X	X
C4(ii)		X			X
C4(iii)	X	X		X	X
D4(i)	X	X		X	X
D4(ii)		X			X
D4(iii)	X	X		X	

LEVEL 5	HST 5105 Rise of the Right	HST 5110 Nationalism & Conflict	HST 5205 Rome in the East	HST 5210 Of Myths and Monsters	HST 5420 Comparative Monarchies		HST 5400 History of London	HST 5405 US and UK Comparative History	HST 5435 Crusades and Jihads	HST 5440 Saxon and Viking Culture in London
A5(i)	X	x	X	x				x	x	x
A5(ii)	X	x	X	x	x		x		x	x
A5(iii)		x		x	x		x	x		x
B5(i)	X	x		x	x		x		x	x
B5(ii)	X		X	x			x	x	x	x
B5(iii)	X	x			x					x
C5(i)	X	x	X	x	x		x	x	x	x
C5(ii)	X	x	X		x		x	x	x	x
C5(iii)	X	x	X	x	x		x	x	x	x
D5(i)	X	x	X	x	x		x	x	x	
D5(ii)	X	x	X	x	x		x	x	x	
D5(iii)	X	x		x						

LEVEL 6	HST 6205 Pictures of Power	HST 6215 History on Film	HST 6225 Culture, Power & Empire	HST 6296 Senior Seminar I	HST 6297 Senior Seminar II	HST 6410 Migration and Diasporas		HST 6XXX War and Society: Medieval to Modern	HST 6220 US History Since 1972	HST 6415 Island to Empire	HST 6420 Visualising Enlightenment
A6(i)	X	X	X			X		x	X	X	X
A6(ii)	X	X	X					x			X
A6(iii)	X	X	X							X	
A6(iv)		X	X	X	X				X		
B6(i)		X	X			X		X	X	X	X
B6(ii)	X	X	X					X	X		X
B6(iii)	X			X	X			X			
B6(iv)			X	X	X	X				X	X
C6(i)	X	X	X	X	X	X		X		X	X
C6(ii)			X	X	X						
C6(iii)	X	X		X	X	X			X	X	X
C6(iv)	X	X	X	X	X	X		X	X	X	X
D6(i)				X	X				X		
D6(ii)	X	X	X	X	X	X		X		X	X
D6(iii)	X	X			X						X
D6(iv)	X	X	X	X	X			X			X

### Programme Specification Publication Dates

<b>First Edition</b>	July 2007
<b>Revision 1</b>	February 2008
<b>Revision 2</b>	July 2008
<b>Revision 3</b>	September 2009
<b>Revision 4</b>	June 2012 (substantive revision, including <i>FHEQ</i> and credit mapping)
<b>Revision 5</b>	June 2013
<b>Revision 6</b>	May 2014
<b>Revision 7</b>	February 2015
<b>Revision 8</b>	May 2015
<b>Revision 9</b>	April 2016
<b>Revision 10</b>	May 2017
<b>Revision 11</b>	May 2018
<b>Revision 12</b>	May 2019
<b>Revision 13</b>	May 2020
<b>Revision 14</b>	May 2021