Queen Mary
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Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA (Hons) History and International Relations
Name of interim award(s):	
Duration of study / period of registration:	Three years
QMUL programme code / UCAS code(s):	
QAA Benchmark Group:	
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of History

Schools / Institutes which will also be involved in teaching part of the programme:

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This degree is jointly taught by the Schools of History and Politics and International Relations, and reflects the close links between the two schools and their subject areas. It provides an opportunity to understand the modern world by studying relations between nations alongside their historical development.

Aims of the programme

The programme as delivered by the School of History and School of Politics and International Relations at Queen Mary, University of London aims:
- to provide students with a thorough grounding of the key aspects of history, particularly modern and contemporary history;
- to provide students with an understanding of key issues in international relations;

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- to introduce students to, and encourage them to employ a range of methodological approaches in both History and International Re;ations ensuring that they acquire knowledge and understanding in appropriate areas of theory and analysis;
- to develop a capacity to think critically about events, ideas and institutions;
- to expose students to political, cultural, social and economic themes as appropriate drawn from the School of History's strengths in British, European, North American, Global and Islamic history and the School of Politics and International Relation's strengths in British, US, Chinese, South American, South-East Asian, Russian, European and African politics;
- to provide the opportunity for students to specialise in areas of history and of international relations
- to encourage and support students to design their own coherent pathway of study drawing from units offered both within both Schools and and by other Schools of History and Politics within the University of London, allowing students to pursue multidisciplinary interests.
- to equip students with the generic and transferable skills as defined in the School of History Benchmarks including self direction, independence of mind, the ability to gather, organise and deploy evidence, data and information, structure, coherence, clarity and fluency of both oral and written expression, intellectual integrity.

What will you be expected to achieve?

Please refer to learning outcomes.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking

- multi- and inter-disciplinarity

- international perspectives

- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	To demonstrate understanding of major political, cultural and social systems in modern history.
A 2	To develop an awareness of continuity and change over an extended time-span.
A 3	To formulate a grasp of the nature of international relations and the operation of different international systems.
A 4	To demonstrate an understanding of key concepts and methods employed in the study of international relations.

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A 5	To develop an understanding of the vocabulary of international relations
A 6	To show awareness of historiographic argument.
A 7	To demonstrate an understanding of the significance of material gathered within wider disciplines and an ability to evaluate the significance of the material.
A 8	To develop a comparative perspective on culture, society and politics.

Disciplinary Skills - able to:

B 1	Demonstrate familiarity with relevant bibliographic skills and, including accurate citation of sources and consistent use of scholarly conventions. In addition to be able to follow such conventions consistently and accurately in all written work.
B 2	Demonstrate research skills, including the gathering of relevant research materials. In addition, be able to demonstrate an awareness of this research within the wider discipline and evaluate the significance of research.
B 3	Communicate effectively, both orally and in written assignments and have developed a mature writing style and clear and effective style of oral presentation.
B 4	Present ideas and arguments confidently.
B 5	Demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion.
B 6	Present written work clearly and effectively, drawing on information technology as appropriate and be confident in evaluating ICT sources of information and be effective in using ICT for presentation purposes.
B 7	Engage critically with contemporary international relations

Attributes:

C 1	Will have acquired a robust and detailed knowledge of at least one other historical period and its primary sources.
C 2	Able to appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.
C 3	Will have an awareness of the significance of historical research within the wider discipline and evaluated the significance of research.
C 4	Will have developed a mature writing style and a clear and effective style of oral presentation.
C 5	Will be able to present written work clearly and effectively, drawing on information technology as appropriate.
C 6	Will have developed confidence in presenting arguments and ideas.
C 7	Will have gained the confidence to evaluate ICT sources of information and been effective in using ICT for presentation purposes.

How will you learn?

The programme is taught in accordance with the School's Teaching, Learning and Assessment Strategy. The broad aims of this strategy are:

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to foster a sense of community amongst students and staff in the pursuit of teaching and learning history and international relations;
to promote the relationship between staff research, teaching and student learning;
to provide a flexible curriculum, supported by the intercollegiate system of the University of London which maximizes students' choice;
to expose students to a diverse set of approaches to the study of history and of international relations and to a number of specialisms including
interdisciplinary collaboration;
to encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
to inspire intellectual independence in students;
to employ a variety of assessment methods and emphasize progression;
to prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills;
Teaching takes a number of forms:
- Lectures
- Seminars
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations
Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in libraries, in specified books or module packs
- The provision of key visual material
- Appropriate assessment exercises with each module
- Encouraging active participation by students in seminar discussions
- Encouraging students to reflect on historical methods through dedicated modules
- Review of individual student progress in conjunction with advisers

How will you be assessed?

Assessment is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.
Forms of assessment include:
- Essays (from 2,000 to 5,000 words as appropriate)
- Unseen examinations
- Dissertations (10,000 words)
- Gobbet work
- Project work
- Translation and editing exercises
- Book reviews
- Literature reviews
Copies of the full Teaching and Learning Strategy including specific practices relating to teaching, learning and assessment can be obtained from the School of History.

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4 with 60 credits coming from each School. Within the School of History students must choose in the following way:
In the School of History:
Compulsory module: HST4621A History in Practice (15 credits)
Plus, EITHER HST4321A Unravelling Britain: British History since 1801 (15 credits) OR HST4622A Global Encounters: Conquest and Culture in World History (15 credits)
And 30 credits from other HST4***B modules (15 credits each)
In the School of Politics:

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Compulsory module: POL106 Introduction to International Relations (30 credits)
And 30 credits from other Level 4 modules in SPIR: POL110 Thinking Politically (30cr), POL105 Political Analysis (30 cr), POL109 Global Histories (15cr), POL108 Background to British Politics (15cr), POL1XX Politics in Action (15 cr)

Progression Requirements to Year 2
To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits, and achieve an average mark of 40.0 or higher across all the credits taken.

Year 2
Students take level 5 modules with a cumulative value of 120 credits. 60 credits will come from History and 60 credits will come from Politics. Student will receive the guidance of their personal advisers to ensure a balance of Politics and History courses. Students are able to choose from a wide range of modules offered by the Schools and other Politics and History Schools within the University ("Group 2" in UoL terminology). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.
Students must choose in the following way:
In the School of History:
Compulsory module: HST5901 History Research Project (15 credits)
And 45 credits from other HST5*** modules
In the School of Politics:
Compulsory module: POL251 International Relations Theory (30 credits)
And 30 credits from other Level 5 POL*** modules

Progression Requirements to Final Year
To successfully progress from Year 2 to the Final Year, students must pass a minimum of 90 credits in Year 2, and have passed a minimum of 195 credits in total from Year 1 and Year 2, and achieve an average mark of 40.0 or higher across all the credits taken. NB the average mark of 40.0 is weighted rather than being a year 2 average (weighted 1-3 for years 1 and 2).

Year 3
Students take Level 6 modules to the value of 120 credits, split either 60/60, or 45/75 or 75/45 between modules in the Schools of History and Politics respectively.
Students must take EITHER 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6700 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London) OR a 45 credit POL318 Dissertation in Politics / International Relations.
All module choices are made with the guidance of the student's personal advisers in both Schools.

Requirements for Award
To be eligible for the degree, students must pass a minimum of 315 credits in total, including a minimum of 90 credits at level 6.

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History in Practice	HST4621A	15	4	Compulsory	1	Semester 1
Introduction to International Relations	POL106	30	4	Compulsory	1	Semesters 1 & 2
Level 4 HST elective modules	HST4***	45	4	Elective	1	Semester 1 or 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Level 4 POL elective modules	POL***	30	4	Elective	1	Semester 1 or 2

Academic Year of Study   FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History Research Project	HST5901	15	5	Compulsory	2	Semester 2
International Relations Theory	POL251	30	5	Compulsory	2	Semesters 1 & 2
Level 5 HST elective modules	HST5***	45	5	Elective	2	Semester 1 or 2
Level 5 POL elective modules	POL***	30	5	Elective	2	Semester 1 or 2

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
EITHER History Research Dissertation (HST6700) + History Special Subject, or UoL intercollegiate special subject + dissertation		60	6	Compulsory	3	Semesters 1 & 2
OR POL318 Dissertation in Politics / International Relations	POL318	45	6	Core	3	Semesters 1 & 2
EITHER 45-75 credits of elective level 6 POL modules			6	Elective	3	Semester 1 or 2
OR 45-75 credits of elective level 6 HST modules			6	Elective	3	Semester 1 or 2

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html.

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How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Overall administrative responsibility and QMUL accountability for the programme rests with History.
The Programme Director will be responsible for the academic content and quality of the programme and any changes to the curriculum in addition to ensuring a regular liaison with SPIR to maintain a consistent quality of teaching across the programme.

The History office is responsible for the overall administrative delivery of the programme, ensuring SPIR is provided with all necessary student and organisational information in order to effectively deliver its module(s) and general QMUL administration for students on the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

The overall management and enhancement of the programme lies with the Department of History's Education Committee chaired by the Director of Education.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.
The school operates an Education Committee, or equivalent, which advises the School Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of
relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.
The School operates an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

All students beginning to study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.
Each student's academic progress and personal welfare is monitored by an adviser in each School with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance.
All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.
There is a dedicated Director of Student Engagement in History and a dedicated Student Experience Manager in Politics who both work with academic staff to assist students in need of support.
The Director of Student Engagement, Student Experience Manager and all advisers are able to refer students, where appropriate to the relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.
A dedicated post of E-Learning Manager in the School of History supports students in their use of online learning environments used on all modules.
The School of History collaborates with the College's Thinking Writing team and Language Learning unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the College as Royal Literary Fund Fellows, and the School's own Writing Tutors.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.
Students can access advice, guidance and support in the following areas:

• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

History has Reflective Practice for Improving Diversity and Inclusion in your Modules and Teaching guidelines which convenors are expected to follow in developing and teaching modules.
History also requires the following good practices for its modules:
- The learning outcomes of the module will be prominently displayed in the QMplus site.
- The QMplus site will be clearly organised and will provide access to all core teaching and study materials for the module. The reading list will be available on QMplus and will make use of the Talis Aspire reading list software if practicable.
- Lecture material will be made available in video and audio format either in advance of the week's teaching (if pre-recorded) or as soon as possible after the lecture. Where practical for learning outcomes visual content will enhance audio or text description to ensure material is widely accessible.
- Material prepared by the Module Organiser will make use of document styles, alt text and other features provided to enhance accessibility (e.g. those recommended by Microsoft for Word https://support.microsoft.com/en-gb/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d and PowerPoint https://support.microsoft.com/en-gb/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25), and will make use accessibility-checking tools like the Microsoft Accessibility Checker.
- Materials will be processed by the SensusAccess tool prior to uploading to QMplus.
- The School will develop an Accessibility Checklist for all module organisers, based on the E-Learning Unit's guidelines here: https://elearning.qmul.ac.uk/enhancing-your-teaching/accessibility/accessibility-2/

Programme-specific rules and facts

None

Links with employers, placement opportunities and transferable skills

The skills developed by the study of these two related fields give graduates and excellent preparation for a wide range of careers, including those in government, think-tanks, journalism, teaching and the civil service. The transferable analytical and communications skills students will gain will also make them attractive to employers in less directly related fields in both the public and private sector.
Graduates have found work for organisations as diverse as Deloitte, the Royal Bank of Canada, Scodie Deyong, the House of Commons, the Labour Party and UK Home Office.
Graduates of the programme can expect to have developed:
communication skills, as students are challenged to express themselves in both speech and writing;
presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;
reading skills, using a range of approaches to tackle different kinds of texts;
analytical abilities, as students respond to a assess their underlying agendas and meanings;
writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays);
research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);
time management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments;

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team-working skills, as students participate with peers in seminars and group research presentations.

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification:

Daniel Peart & Martyn Frampton

Person responsible for management of programme:

Daniel Peart & Martyn Frampton

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

19 Oct 2022

Date Programme Specification approved by Taught Programmes Board:

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