

Programme Title: BA (Hons) History



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
Name of interim award(s):	
Duration of study / period of registration:	Three years
QMUL programme code / UCAS code(s):	V101
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:

Institution(s) other than QMUL that will provide some teaching for the programme:

Programme outline

This broad programme degree is for students who want to experience an extensive range of historical subjects and have the maximum flexibility of choice. In the first year students will gain a broad understanding of the shape of the history of Britain and Europe from 1100AD to the present day. Students will then have the opportunity to explore the medieval, early modern and modern periods, perhaps covering subjects as diverse as Anglo-Saxon England and the Kennedy presidency. The modular system allows students great freedom to shape their own studies, either specialising or retaining a broad focus. Students will be able to choose from political, cultural, religious, social and economic themes drawn from the School's strength in British, European, Middle-Eastern, African and American history.

Aims of the programme

The programme V101 History as delivered by the School of History at Queen Mary, University of London aims:

- provide students with a thorough grounding in key aspects of at least two of three broad historical periods: Medieval, Early Modern and Modern/Contemporary;
- introduce students to, and encourage them to employ, a range of methodological approaches;

- expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's strengths in British, European, North American, Global and Islamic history;

- encourage and support students to design their own coherent pathways of study drawing from units offered both within the School of History and by other Schools within the University;

- equip students with the generic and transferable skills as defined in the History Benchmarks including self direction, independence of mind, 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?

Students who successfully complete this programme will be able to:

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:

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A 1	To demonstrate understanding of major political, cultural and social systems and different historical periods.
A 2	To develop an awareness of continuity and change over an extended time-span.
A 3	To show awareness of historiographic argument.

Disciplinary Skills - able to:

B 1	To demonstrate familiarity with bibliographic skills relevant to historical studies, including accurate citation of sources and consistent use of scholarly conventions.
B 2	To demonstrate research skills including the gathering together of relevant research materials.
B 3	To show evidence of effective communication skills, both orally and in written assignments, participate in group discussions.
B 4	To understand the significance of different historiographical approaches.
B 5	To demonstrate the ability to work independently and to manage time effectively.

Attributes:

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

QMUL Model Learning Outcomes - Level 4:

D 1	Identify and discuss what their own role in their programme and/or subject discipline might mean to them for future employment
D 2	Demonstrate connections between different theoretical perspectives within your discipline
D 3	Discuss socio-cultural values and practices with others

D4	Consider the role of their discipline in diverse cultural and global contexts
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QMUL Model Learning Outcomes - Level 5:	
E 1	Evaluate and demonstrate their own attitudes, values and skills in the workplace and/or in the wider world
E 2	Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice
E 3	Evaluate perspectives from different disciplines
E 4	Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a broader context
E 5	Reflect on socio-cultural values and skills within diverse cultural and global contexts
E 6	Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E 7	Recognise and prioritise areas for developing their own enterprising perspectives
E 8	Demonstrate and evaluate how they have enhanced their own learning through engaging in enterprising skills and behaviours

QMUL Model Learning Outcomes - Level 6:	
E 1	Apply a critically reflective approach to how they have developed their subject, work-based and generic skills to support their learning and professional development
E 2	Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approaches
E 3	Model a holistic approach to knowledge which draws on a range of appropriate disciplines
E 4	Apply subject, work-based and general life skills in multi-cultural and global environments
E 5	Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global contexts
E 6	Justify approaches they have taken when participating in module based enterprise projects and/or situations
E 7	Critically evaluate how they have enhanced their knowledge, understanding and self-awareness of an enterprising perspective
E 8	

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:

- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history;
- 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 to a number of specialisms including

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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
- 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
- Log books

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 full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Year 1

Students take modules with a cumulative value of 120 credits from a range of thematic and skills modules at level 4 in the School of History.

Compulsory modules:

HST4621 History in Practice (20 credits)

HST4321 Unravelling Britain: British History since 1801 (20 credits)

HST4622 Global Encounters: Conquest and Culture in World History (20 credits)

PLUS 60 credits of other level 4 HST modules

Students must take AT LEAST ONE of HST4121 Europe 1000-1500: The Middle Ages and their Legacy (20 credits) and HST4221 Reformation to Revolution: Europe and the World, 1500-1800 (20 credits).

Year 2

Students take modules with a cumulative value of 120 credits from a wide range of modules, with a minimum of 90 credits at level 5 in the School of History. Module choices are made with the guidance of the student's academic adviser in History. The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing

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intellectual interests.

Compulsory module: HST5901 History Research Project (15 credits)

At the discretion of the School of History and with the permission of the host School/Department, students may take up to 30 of the 120 credits in another School within Queen Mary, providing these are at level 4 or 5, or another History Department within the University of London, providing these are at level 5 ("Group 2" in UoL terminology). All School of History modules must be taken at level 5.

Joint honours History students who have been permitted to transfer to single honours will follow the diet from Year 2, having taken History in Practice and either Unravelling Britain: British History since 1801 or Global Encounters: Conquest and Culture in World History from Year 1.

Year 3

Students take modules with a cumulative value of 120 credits, with a minimum of 90 credits at level 6 in the School of History if the Special Subject is in the School of History, or a minimum of 60 credits at level 6 in the School of History if the Special Subject is at another History Department within the University of London. Module choices are made with the guidance of the student's academic adviser in History.

60 credits must come from a Special Subject, either as a combination of a 30 credit Special Subject and the 30 credit HST6700 History Research Dissertation in the School of History, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London. The Special Subject requires independent research and extensive engagement with primary sources.

At the discretion of the School of History and with the permission of the host School, students may take up to 30 of the 120 credits in another School within Queen Mary, providing these are at level 5 or 6. All School of History modules must be taken at level 6.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
History in Practice	HST4621	20	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Unravelling Britain: British History since 1801	HST4321	20	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Global Encounters: Conquest and Culture in World History	HST4622	20	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
60 credits of level 4 HST modules		60	4	Elective	1	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
75 credits of level 5 HST modules		0	5	Elective	2	Semester 1 or 2	<input type="checkbox"/>

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
30 credits of level 5 HST modules, or level 4 or 5 modules in another School, or UoL intercollegiate Group 2 modules		30		Elective	2	Semester 1 or 2	<input type="checkbox"/>
History Research Project	HST5901	15	5	Compulsory	2	Semester 1 or 2	No

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
History Research Dissertation (HST6700) + History Special Subject, or UoL intercollegiate Level 6 Special Subject + dissertation		60	6	Compulsory	3	Semesters 1 & 2	<input type="checkbox"/>
30 credits of level 6 HST modules		30	6	Elective	3	Semester 1 or 2	<input type="checkbox"/>
30 credits of level 6 HST modules, or level 5 or 6 modules in another School		30		Elective	3	Semester 1 or 2	<input type="checkbox"/>

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>

How will the quality of the programme be managed and enhanced?

Overall administrative responsibility and QMUL accountability for the programme rests with History. The Programme Convenor will be responsible for the academic content and quality of the programme and any changes to the curriculum, ensuring consistent quality of teaching across the programme.

The History undergraduate office is responsible for the overall administrative delivery of 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 undergraduate Teaching and Learning Committee chaired by the Director of Taught Programmes.

How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its

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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 a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes 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. During the year abroad, QM advisors will communicate with students on regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic advisor / research contact.

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 Support in the School who works with academic staff to assist students in need of support.

Both the Director of Student Support 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 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.

Programme-specific rules and facts

None

Specific support for disabled students

All staff in the School of History are required to integrate School principles on equality, diversity and inclusion into the design and planning of teaching modules. This is organised primarily through 'Reflective Practice' guidelines, which were developed in 2018-19 through a series of workshops in the School. They cover a range of topics, including: 'Articulating Perspectives', 'Making the Curriculum More Diverse', 'Accessibility', and 'Communicating Expectations'. All new module proposals are asked to demonstrate how they have taken these guidelines into account, with the proposals scrutinised by a Committee composed of staff and students.

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:

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- 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.

Links with employers, placement opportunities and transferable skills

History has a reputation as a serious and respected discipline, which develops an understanding of the modern world and valuable research, analytical and communication skills, making history graduates very attractive to employers. Queen Mary History graduates often find employment in areas such as business, education, finance, government and the media. Others continue their studies at postgraduate level, or pursue more directly related careers as academic historians, librarians, archivists or history teachers. Graduates have found work for organisations as diverse as BP, BBC, Mansion House Consulting and Investec.

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 and 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;

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:

Matt Latham

Person responsible for management of programme:

Dan Todman

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

14 Oct 2022

Date Programme Specification approved by Taught Programmes Board: