Queen Mary
University of London

Programme Specification

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 Politics
Name of Interim Award(s)	
Duration of Study / Period of Registration	Three years
QM Programme Code / UCAS Code(s)	LV21
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification Approved	2015/16
Responsible School / Institute	School of History

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

School of Politics

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

This degree is jointly taught by the Schools of History and Politics, and reflects the close links between the two schools and their subject areas. It provides an opportunity to understand the modern world by studying the evolution of political ideas and institutions alongside the historical development of the major powers.

Aims of the Programme

The programme LV21 History and Politics as delivered by the School of History and School of Politics 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 modern political systems and of key issues in international relations;

Queen Mary
University of London

- to introduce students to, and encourage them to employ a range of methodological approaches in both History and Politics, 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's strengths in British, European, North American and Islamic history;
- to provide the opportunity for students to specialise in areas of history and of politics;
- 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 , allowing students to pursue multi-disciplinary 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?

Academic Content:
A 1	Will provide students with an understanding of major political, cultural and social systems in modern history.
A 2	Will provide students with an awareness of continuity and change over an extended time-span.
A 3	Will provide students with a grasp of the nature of politics and the operation of different political systems.
A 4	Will provide students with an understanding of key concepts and methods employed in the study of politics.
A 5	Will provide students with a robust and detailed knowledge of at least one historical period and its primary sources.
A 6	Will demonstrate the need to identify continuity and change and provide students with an ability to analyse elements of continuity and change.
A 7	Will provide students with an understanding of the vocabulary of political debate.
A 8	Will provide awareness of historiographic argument.
A 9	Will provide an understanding of the significance of different historiographical approaches.
A 10	Will provide students with an understanding of the significance of material gathered within wider disciplines and an ability to evaluate the significance of the material.
A 11	Will provide students with an understanding of the vocabulary of political debate.

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.

Queen Mary
University of London

B2	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.
B3	Communicate effectively, both orally and in written assignments and have developed a mature writing style and clear and effective style of oral presentation.
B4	Present ideas and arguments confidently.
B5	Demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion.
B6	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.
B7	Engage critically with politics and political phenomena.

Attributes:	
C1	Will have acquired a robust and detailed knowledge of at least one other historical period and its primary sources.
C2	Able to appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.
C3	Will have an awareness of the significance of historical research within the wider discipline and evaluated the significance of research.
C4	Will have developed a mature writing style and a clear and effective style of oral presentation.
C5	Will be able to present written work clearly and effectively, drawing on information technology as appropriate.
C6	Will have developed confidence in presenting arguments and ideas.
C7	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:

to foster a sense of community amongst students and staff in the pursuit of teaching and learning history and politics;
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 politics 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

Queen Mary
University of London

- 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?

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:

Level 4:

In the School of History

A. Compulsory skills and 'reflective' module: 15 credits

HST4602 History in Practice (15 cr)

B. Foundation in intellectual history

HST4603 The Foundations of Modern Thought: Introduction to Intellectual History (15 credits)

C. 30 credits from all HST level 4 modules running in the academic year.

Within the School of Politics :

A. Compulsory introductory module:

Programme Title: BA (Hons) History and Politics

POL100 Introduction to Politics

B: Further 30 credits from the following two Options:

POL106 Introduction to International Relations
POL107 Background to British Politics

In order to progress from year one to year two, students must take modules to the value of 120 credits and pass modules to the value of 90 credits.

Year 2

Students take 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.

The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

Students must take ONE of the following modules:

POL206 Modern Political Thought (with the School of Politics) (30 credits)
or
HST5313 History of Modern Political Thought (with the School of History)
or
HST5601 History of Western Political Thought (with the School of History)

Within the School of Politics students can select up to 60 credit module from the School's Level 5 provision.

Year 3

Students take modules to the value of 120 credits with a minimum of 60 credits at level 6 in History and 60 from Politics. 60 credits must come from a compulsory History Special Subject (either offered by the School of History or by another college within the University) . The Special Subject requires extensive use of primary sources. Final year students are not permitted to take level 4 modules. All module choices are made with the guidance of the student's personal adviser in the School.

Within the School of Politics students can select any level 6 modules to the value of 60 credits excluding POL310 Research Project.
NOTE: Students who take a year abroad in their second year and do not select a module comparative to the Modern Political Thought modules offered by both Schools will need to take POL206 Modern Political Thought (30 credits @level 5) as part of their final year choices

Academic Year of Study   1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History in Practice	HST4602	15	4	Compulsory	1	Semester 1
The Foundations of Modern Thought: Introduction to Intellectual History	HST4603	15	4	Compulsory	4	Semester 1

Programme Title: BA (Hons) History and Politics

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Politics	POL100	30	4	Compulsory	4	Semesters 1 & 2
Background to British Politics	POL107	30	4	Elective	4	Semesters 1&2
Introduction to International Relations	POL106	30	4	Elective	4	Semesters 1&2

What Are the Entry Requirements?

A/AS-levels

Tariff/Grades Requirement: 320 UCAS tariff points from 3 A-levels B in History.

Excluded subjects:
General Studies and Critical Thinking.

How Do We Listen and Act on Your Feedback?

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 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.

Academic Support

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 Student Experience Manager in the School who works with academic staff to assist students in need of support.

Queen Mary
University of London

Both the 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 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

Specific Support for Disabled 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:
• 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

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

communication skills, as students are challenged to express themselves both in speech and writing;

presentations skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

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	Emma Yates
Person responsible for management of programme	Dr Maurizio Isabella
Date Programme Specification produced/amended by School Learning and Teaching Committee	23 Nov 2013
Date Programme Specification approved by Taught Programmes Board	2015/16

Queen Mary
University of London