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) Medieval History with Study Abroad Programme
Name of Interim Award(s)	
Duration of Study / Period of Registration	Four years
QM Programme Code / UCAS Code(s)	V130
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of History

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

School of History

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

Programme Outline

The history of the Middle Ages is not only a history of kings and battles, but also of religion and culture, of daily life activities such as cooking and timekeeping, as well of creatures of the medieval imagination. This unique programme examines the history and culture of Britain, Europe and Islam during the Middle Ages, although students will also have the opportunity to study some modules focusing on the early modern and modern eras. It offers a broad perspective on the medieval world of Europe and the Middle East, with students perhaps focussing on medieval religious cultures, the place of women and minorities in medieval society or the history of the Crusades. The first year will introduce students to the diversity of the Middle Ages and to the wide variety of sources used by historians. They will then have great freedom to shape their own studies from a wide range of medieval and early modern options. The year abroad would serve to introduce students to a new culture, and to enhance and consolidate their skills and knowledge-base; specific partners universities will provide substantial training in medieval history, manuscript studies and analysis.

The School of History currently have exchange programmes with the following partners (with number of outgoing students for each year in brackets): Uppsala University (2), University of Copenhagen (2), Humboldt University Berlin (2), Koç University Istanbul (3). It is intended to expand the number of agreements in place as the programme develops. This is in addition to QM-wide agreements, managed by the International Office.   The cap on study abroad places is based on the limited places for each exchange programme.

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If a student will fail the year abroad completely, they would be able to revert back to a three-year degree. This should be presented and discussed in the School's Examination Board.

Aims of the Programme

The programme will built on the V130 Medieval History Programme in History as delivered by the School of History at Queen Mary, University of London. It aims:

to provide students with the opportunity to investigate, in a focused and methodological way, a society profoundly different from our own, but in which the foundations of modernity can be discerned;

to enable students to explore the 'middle ages' for their chronological and geographical boundaries, their common features and their diversities; the programme is chronologically broad and thematically varied;

to introduce students to, and encourage them to employ, a range of methodological approaches;

to expose students to political, cultural, religious, social and economic themes in Medieval History;

to 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;

to 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 the programme will be able...

Academic Content:	
A 1	To demonstrate understanding of major political, cultural, religious, social and economic systems of the medieval period.
A 2	To develop an awareness of continuity and change over an extended time-span.
A 3	To show awareness of historiographic argument.
A 4	To demonstrate understanding of the legacy of the medieval period.
A 5	To provide students with a comparative perspective on culture, society and academia.

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.

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B4	To understand the significance of different historiographical approaches.
B5	To demonstrate the ability to work independently and to manage time effectively.
B6	To communicate with international peers and faculty.

Attributes:	
C1	To acquire a robust and detailed knowledge of the medieval historical period and its primary sources.
C2	To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.
C3	To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research.
C4	To develop a mature writing style and a clear and effective style of oral presentation.
C5	To present written work clearly and effectively, drawing on information technology as appropriate.
C6	To develop confidence in presenting arguments and ideas.
C7	To 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;
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 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?

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4, including a compulsory skills and reflection module 'History in Practice' (15 credits), and other compulsory modules in pre-modern history, with the guidance of their personal advisor in the School.

Compulsory module (75 credits):
HST4602 History in Practice (15 cr)
HST4102 The Medieval World; Structures and Mentalities (15 cr)
HST4107 Europe 1000-1500: The Middle Ages and their legacy (15 cr)
HST4202 From Reformation to Revolution: Europe 1500-1800 (15 cr)
HST4604 Global Encounters: conquest and culture in world history (15 cr)

Elective modules (45 credits) from other level 4 modules at the School of History. These may include:
HST4308 Unravelling Britain: 1800 to present (30 cr)
HST4309 Europe in a Global Context: 1800 to the present (30 cr)
HST4310 Building the American Nation (15 cr)
HST4601 Foundations of Modern Thought: introduction to intellectual history (15 cr)

In certain circumstances students may take up to 30 credits from another School.

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, with a minimum of 90 credits at level 5 in History, with the guidance of their personal adviser in the School. Students can take up to a maximum of 30 credits at level 4 or level 6. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other History Departments within the University (Group 1 or Group 2 modules as defined by the University of London School of History). The

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flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests. During their second year, students will have undertaken the compulsory level 5 HST5605 Latin for Medievalists I. Students are also encouraged to take the historiographically reflective module 'History Workshop' (HST5607) as preparation for their final year Special Subjects.

Year 3

Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (120 QM credits). Students would be encouraged to study the local language, but their studies would not depend on it, as a comprehensive range of relevant modules would be delivered in English.   The students will choose their modules in consultation with their QM advisors and the international exchange officer, assuring the modules would maximize their academic trajectory.

Year 4

Students take modules to the value of 120 credits with a minimum of 90 credits at level 6 in History. 60 credits must come from a Special Subject (either offered by the School or by another college within the University) . The Special Subject requires extensive use of primary sources. Final year students may take up to 30 credits at level 5 but 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.

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
Unravelling Britain: 1800 to present	HST4308	30	4	Elective	1	Semesters 1 & 2
Europe in a Global Context: 1800 to the present	HST4309	30	4	Elective	4	Semesters 1 & 2
Building the American Nation	HST4310	15	4	Elective	4	Semester 1
Europe 1000 - 1500: The Middle Ages and their legacy	HST4107	15	4	Compulsory	4	Semester 1
From Reformation to Revolution: Europe 1500 - 1800	HST4202	15	4	Compulsory	4	Semester 2
Foundations of Modern Thought	HST4601	15	4	Elective	4	Semester 2
Global Encounters: Conquest and Culture in world History	HST4604	15	4	Compulsory	4	Semester 2

What Are the Entry Requirements?

There is no UCAS application for this degree, but only an in-degree transfer. This programme would be open to in-degree applications only. The requirements would be achieving a minimum of 2:1 in the first year and compiling an application form.

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

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

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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

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 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

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Person completing Programme Specification

Dr Eyal Poleg

Person responsible for management of programme

Dr Eyal Poleg

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

4 Dec 2014

Date Programme Specification approved by Taught Programmes Board

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