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 Politics
Name of interim award(s):	
Duration of study / period of registration:	Three years
QMUL programme code / UCAS code(s):	LV21
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

Institution(s) other than QMUL that will provide some teaching for 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 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 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 modern political systems and of key issues in international relations;

- 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 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 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 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?

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:	
A1	Will provide students with an understanding of major political, cultural and social systems in modern history.
A2	Will provide students with an awareness of continuity and change over an extended time-span.
A3	Will provide students with a grasp of the nature of politics and the operation of different political systems.
A4	Will provide students with an understanding of key concepts and methods employed in the study of politics.
A5	Will provide students with a robust and detailed knowledge of at least one historical period and its primary sources.
A6	Will demonstrate the need to identify continuity and change and provide students with an ability to analyse elements of continuity and change.
A7	Will provide students with an understanding of the vocabulary of political debate.
A8	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.
B 2	TDemonstrate 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 politics and political phenomena.

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.

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
D 2	Demonstrate connections between different theoretical perspectives within your discipline
D 3	Discuss socio-cultural values and practices with others
D 4	Consider the role of their discipline in diverse cultural and global contexts

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 br
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 b

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 supp
E 2	Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approache
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 cont
E 6	Justify approaches they have taken when participating in module based enterprise projects and/or situations

QMUL Model Learning Outcomes - Level 7:

G 1	
E 7	Critically evaluate how they have enhanced their knowledge, understanding and self-awareness of an enterprising pe
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 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
- 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 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 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

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A. Compulsory skills and 'reflective' QMUL Model module: 15 credits
HST4602 History in Practice (15 credits)
B. 45 credits from all HST level 4 modules running in the academic year.
Within the School of Politics :
A. Compulsory introductory module:
POL110 Thinking Politically: Introducing Concepts, Theories and Ideologies (30 credits)
B: Further 30 credits from the following four Options:
POL105 Political Analysis
POL106 Introduction to International Relations
POL108 Background to British Politics
POL109 Global Histories
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, with at least 10 credits being from QMUL Model modules offered by either School. 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 1 or Group 2 modules as defined by the University of London School of History).
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:
POL___ Modern Political Thought 1 (with the School of Politics) (15 credits)
or
HST5313 History of Modern Political Thought (with the School of History) (15 credits)
or
HST5601 History of Western Political Thought (QMUL Model module with the School of History) (30 credits)
Within the School of Politics and International Relations students select 60 credits from the School's Level 5 provision.
Within the School of History students select 60 credits from the School's Level 5 provision.
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 modules to the value of 120 credits with 60 credits at level 6 in History and 60 credits at level 6 in Politics, with at least 10 credits being from QMUL Model modules offered by either School.
60 credits must come from a compulsory History Special Subject (either offered by the School of History or by another college within the University of London) . 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 advisers in both Schools.
Within the School of Politics students can select any level 6 modules to the value of 60 credits excluding POL388 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 POL___ Modern Political Thought 1 (15 credits at level 5) as part of their final year choices.

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

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
History in Practice	HST4602	15	4	Compulsory	1	Semester 1	Yes
Political Analysis	POL105	30	4	Elective	1	Semesters 1-2	
Introduction to International Relations	POL106	30	4	Elective	1	Semesters 1-2	
Background to British Politics	POL108	15	4	Elective	1	Semester 1 or 2	
Global Histories	POL109	15	4	Elective	1	Semester 1 or 2	
Level 4 HST elective modules		45	4	Elective	1	Semester 1 or 2	
Thinking Politically: Introduction to Concepts, Theories and Ideologies	POL110	30	4	Compulsory	1	Semesters 1 & 2	

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
30-60 credits of Level 5 HST modules (including up to 30 credits of UoL intercollegiate History modules)			5	Elective	2	Semester 1 or 2	
45-60 credits of level 5 POL modules (including up to 30 credits of UoL intercollegiate Politics modules)			5	Elective	2	Semester 1 or 2	
Either HST5601 (30 credits), HST5313 (15 credits) or Modern Political Thought 1(15 credits)			5	Compulsory	2	Semester 1 or 2	

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 special subject		60	6	Compulsory	3	Semesters 1 & 2	

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
60 credits of level 6 POL modules		60	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.

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 in addition to ensuring a regular liaison with SPIR to maintain a consistent quality of teaching across the programme.

The History undergraduate 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 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 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.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress. There is a dedicated Senior Tutor in History and a dedicated Student Experience Manager Politics who both work with academic staff to assist students in need of support.

The Senior Tutor, 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.

Programme-specific rules and facts

None

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 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;

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

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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:

Dan Todman

Person responsible for management of programme:

Dan Todman

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

30 Jan 2018

Date Programme Specification approved by Taught Programmes Board: