

Programme Specification

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| Awarding Body/Institution | Queen Mary University of London |
| Teaching Institution | Queen Mary University of London |
| Name of Final Award and Programme Title | BA (Hons) Modern and Contemporary History with Study Abroad Programme |
| Name of Interim Award(s) | |
| Duration of Study / Period of Registration | Four Years |
| QM Programme Code / UCAS Code(s) | V140 |
| 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

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

Programme Outline

This degree programme is for students with a strong interest in the making of the world we live in today, although they will have the option to take some modules from earlier periods. In the first year students study introductory modules on Britain, Europe and America. They then select modules covering a broad spectrum of historical fields, from the history of foreign relations to the history of ideas. Teaching methods will reflect the richness and diversity of historical sources for the modern era, learning through lectures, film screenings, field trips and seminars. The year abroad would serve to introduce students to a new culture, and to enhance and consolidate their skills and knowledge-base.

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.

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 V140 Modern and Contemporary History Programme as delivered by the School of History at Queen Mary, University of London. It aims:

to provide students with a thorough grounding in key aspects of modern and contemporary history;

to equip students to understand the unique problems of dealing with the challenges of recent and contemporary history; 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 as appropriate drawn primarily from the School's strengths in British, European and North American history;

to provide the opportunity for students to develop specialism in areas such as film history, cultural history, modern American history and contemporary British political history;

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

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?

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Academic Content:

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| A 1 | To demonstrate understanding of major political, cultural, religious, social and economic systems in modern and contemporary history. |
| A 2 | To develop an awareness of continuity and change from the nineteenth century to the present day. |
| A 3 | To show awareness of historiographic argument. |
| A 4 | To provide students with a comparative perspective on culture, society and academia. |

Disciplinary Skills - able to:

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| 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. |

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| B5 | To demonstrate the ability to work independently and to manage time effectively. |
| B6 | To communicate with international peers and faculty. |

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| Attributes: | |
| C1 | To acquire a robust and detailed knowledge of the modern and contemporary 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

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and historiography, through the provision of modules in a carefully selected elite partner university.

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 - 15,000 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 appropriate).

Year 1

Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4 (plus a non-assessed module 'History in Practice') with the guidance of their personal advisor in the School.

Level 4:

A. Skills and 'reflective' module: 15 credits

HST4602 History in Practice (15 cr)

B. Outline modules: 90 credits

Students take the following indicative range of compulsory modules:

HST4308 Unravelling Britain: 1800 to present (30 cr)

HST4309 Europe in a Global Context: 1800 to the present (30 cr)

and at least Two of:

HST4310 Building the American Nation (15 cr)

HST4107 Europe 1000-1500: The Middle Ages and their legacy (15 cr) HST4202 From Reformation to Revolution: Europe 1500-1800 (15 cr)

C. Thematic options: 15 credits

One of:

HHST4106 History of the Medieval Islamic World: 600 - 1500 (15 cr)

HST4102 The Medieval World; Structures and Mentalities (15 cr)

HST4301 Critical Approaches to Film: Alfred Hitchcock (15 cr)

HST4601 Foundations of Modern Thought: introduction to intellectual history (15 cr)

D. Alternatives

In certain circumstances students may take up to 30 credits from another School in place of one 15 - credit B option and one 15 credit C option.

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 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 also have been encouraged to take the level 5 Historiographical module 'History Workshop' HST5607 in preparation for their final year Special Subjects.

Year 3

Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

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.

NOTE: Changes to levels 5 and 6 involve modules that do not yet exist.

Academic Year of Study FT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
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| History in Practice | HST4602 | 15 | 4 | Compulsory | 1 | Semester 1 |
| Unravelling Britain: 1800 to present | HST4308 | 30 | 4 | Compulsory | 1 | Semesters 1 & 2 |
| Europe in a Global Context: 1800 to the present | HST4309 | 30 | 4 | Compulsory | 1 | Semesters 1 & 2 |
| Building the American Nation | HST4310 | 15 | 4 | Elective | 1 | Semester 1 |
| Europe 1000 - 1500: The Middle Ages and their legacy | HST4107 | 15 | 4 | Elective | 1 | Semester 1 |
| From Reformation to Revolution: Europe 1500 - 1800 | HST4202 | 15 | 4 | Elective | 1 | Semester 2 |
| Critical Approaches to Film: Alfred Hitchcock | HST4301 | 15 | 4 | Elective | 1 | Semester 2 |
| Foundations of Modern Thought | HST4601 | 15 | 4 | Elective | 1 | Semester 2 |
| History of the Medieval Islamic World | HST4106 | 15 | 4 | Elective | 1 | Semester 2 |
| The Medieval World: Structures and Mentalities | HST4102 | 15 | 4 | Elective | 1 | 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.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes 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.

Each school/institute 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. 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

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)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

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. Modern historians' skills make them attractive to employers in a wide range of fields, including management in commerce or industry, the civil service and local government, law, accounting, banking, publishing, journalism and research for TV or political organisations. 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;

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

Dr Eyal Poleg

Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

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**