

Programme Title: BA (Hons) History and Film



## 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 Film
Name of Interim Award(s)	
Duration of Study / Period of Registration	Three years
QM Programme Code / UCAS Code(s)	VW16
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	17 Feb 2014
Responsible School / Institute	School of History

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

School of Languages, Linguistics & Film

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

### Programme Outline

This degree is for students who want to combine the study of History, including Film History, with Film Studies. Students may take a wide range of modules from both the School of History and the Department of Film Studies. Typically, students combine their study of a particular country's history with the study of its national cinema. For example, students may take modules in American, British or European History in tandem with modules in American, British or European cinemas. Required courses include the first-year methodological courses History in Practice (HST4602), Introduction to Film Studies (FLM100) and Approaches and Analysis (FLM401). In the final year, students take a Special Subject in History, choosing from the range of options available in the School of History as well as other colleges within the University of London.

### Aims of the Programme

The programme VW15 History as delivered by the School of History at Queen Mary, University of London aims:

- to introduce students to, and encourage them to employ, a range of methodological approaches in both History and Film Studies;
- to expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's

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strengths in British, European and North American History;

- to familiarize the students with the history, aesthetics and conditions of film production in the United States, Britain and continental Europe;
- to enable students to approach the study of film with an informed and critical approach, developing an understanding of key concepts and debates in Film Studies;
- to develop students' knowledge of the context in which twentieth century films were made;
- to encourage and support students to design their own coherent pathway of study, linking courses on the history of a particular country with courses centred on that country's film history and culture, drawing on units offered within the School of History (and by other Schools within the University) and Film units taught in other Schools within the Arts Faculty, in particular the School of Languages, Linguistics and Film;
- 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?

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#### Academic Content:

A 1	Will provide students with an understanding of major political, cultural and social systems in Britain, Europe and North America.
A 2	Will provide students with an awareness of continuity and change over an extended time-span.
A 3	Will provide students with an understanding of the context in which films were being produced.
A 4	Will provide students with an appropriate vocabulary of practical and critical terms with which to analyze film.
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 an understanding of film history in the context of wider historical knowledge of specific countries. To provide students with an ability to apply such terms in interpretive film analysis.
A 8	Will provide awareness of historiographic argument.
A 9	Will provide an understanding of the significance of different historiographical approaches.

#### 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	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.

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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.

Attributes:	
C1	To acquire a robust and detailed knowledge of at least one other 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 and film studies;
- 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 film 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
- Detailed filmographies with suggestions for further viewing
- 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)
- Film tests
- 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 History credits coming from the following:

Level 4:

- A. Compulsory module: 15 credits HST4602 History in Practice (15 cr)
- B. 30 credits of either HST4308 Unravelling Britain: 1800 to present (30 cr) OR HST4309 Europe in a Global Context: 1800 to the present (30 cr)
- C. 15 credits of elective level 4 modules in History
- D. Compulsory module: FLM100 Introduction to Film Studies (30cr)
- E. Compulsory module: FLM401 Approaches and Analysis (30 cr)

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 45 credits at level 5 in History, with the guidance of their personal adviser in the School selecting a balance of Film and History courses. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other Film and History

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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. By the end of their second year, students will have been encouraged to have undertaken the Historiographical module 'History Workshop' HST5607.

### Year 3

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 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	Semester 1
Europe in a Global Context: 1800 to the present	HST4309	30	4	Elective	4	Semester 1
Introduction to Film History: Alfred Hitchcock	HST4301	15	4	Elective	4	Semester 2
Introduction to Film Studies	FLM100	30	4	Compulsory	1	Semesters 1 & 2
Approaches and Analysis	FLM401	30	4	Compulsory	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.

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

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

**Person completing Programme Specification**

Emma Yates

**Person responsible for management of programme**

Dr Mark Glancy

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

31 Jan 2014

**Date Programme Specification approved by Taught Programmes Board**

17 Feb 2014