

Programme Title: BA English and History



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 English and History
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	QV31
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of English & Drama

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

What is the relationship between a text and its context? How are writers affected by the circumstances in which they live? What influence do literary texts have on social, cultural, and political life? A degree in English and History at Queen Mary gives students the chance to reflect on these questions, and to consider how these disciplines relate to and inform one another. Students will be trained in the key skills needed to study both subjects at degree level, and examine the interaction between writing and society in the periods that interest them most. The College's work in both History and English is internationally renowned, and students have the opportunity to work with some of the world's leading teachers and researchers.

Aims of the Programme

The programme aims to:

provide a coherent and intellectually stimulating programme with a focus on literary and historical aspects of texts in English and related languages from variety of historical periods;

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provide a coherent and intellectually stimulating programme designed to develop critical and analytical skills as well as a broad knowledge and understanding of historical methods and techniques based on the study of past societies and cultures;

use the programme's interdisciplinary approach to develop not only skills which are appropriate to the two specific disciplines, but also skills which are common to both. In this way, students will come to appreciate that the study of each discipline complements and enriches the study of the other;

develop skills of literary, historical and cultural analysis, with attention to genre and period;

encourage engagement with a wide variety of critical and theoretical modes of enquiry;

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

enable students to develop independent critical thinking and judgement and to undertake related research tasks;

develop a range of skills necessary for effective communication of ideas and arguments including an ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency of both oral and written expression; intellectual integrity;

provide a basis for further study in History, English or related disciplines.

What Will You Be Expected to Achieve?

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Academic Content:	
A1	To demonstrate understanding of major political, cultural and social systems and different historical periods as well as an understanding of the social and historical contexts for the emergence and the development of a range of literary forms of writing
A2	To demonstrate a familiarity with the nature and history of a range of literary genres
A3	To show awareness of historiographic argument and awareness of the range and variety of approaches to literary study
A4	To deploy accurately established techniques of analysis in relation to literary texts
A5	To demonstrate familiarity with bibliographic skills relevant to English and Historical studies, including accurate citation of sources and consistent use of scholarly conventions.
A6	To demonstrate research skills including the gathering together of relevant research materials.

Disciplinary Skills - able to:	
B1	To show evidence of effective communication skills, both orally and in written assignments.
B2	To participate in group discussions.

B3	To demonstrate an ability to work independently and to manage time effectively.
B4	To acquire a robust and detailed knowledge of at least one other historical period and its primary sources and developed a complex model of the relations between literary form and social and historical contexts.
B5	To reflect critically on the nature and history of a range of literary genres
B6	To understand the significance of different historiographical and literary approaches and understood their limited or partial nature

Attributes:	
C1	identify and critically evaluate appropriate information in specific contexts in a self-directed way, and reflect on how this might be used and adapted to different contexts;
C2	work independently, demonstrating clarity, initiative, self organisation and time management;
C3	develop a reasoned argument and synthesise information, and communicate this clearly and effectively;
C4	select and use information, including from IT sources;
C5	exercise critical judgement and self-reflection on their own learning, and to use this to adapt to new situations in professional settings

How Will You Learn?

Teaching takes a number of forms, including:

Lectures
Seminars, involving a variety of forms of group work
Small-group tutorials (normally with adviser)
Field trips
Individual guidance and feedback on written work
Group discussion of written work (particularly in 'writing intensive' modules)

Learning is supported by:

Coherently designed and effectively delivered modules
The provision of detailed guidance about reading for each module
The provision of key materials, either in libraries, in the bookshop, or as module-packs
The design of an appropriate range of assessment exercises and projects within each module
Encouraging active participation by all students in seminar discussions and other group work
Encouraging the use of learning journals and portfolios
Regular review of individual student progress by advisers, and detailed guidance in relation to this

How Will You Be Assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

Unseen examinations
Critical essays (from 1,500 words to 6,000 words)
Research projects
Close-reading exercises and critical commentaries
Translation exercises

Reviewing exercises
Bibliographical exercises
Posters
Log books and journals
Portfolios of essays and related written work
Seminar presentations

How is the Programme Structured?

Year 1

ESH102 Reading, Theory and Interpretation (compulsory) 30 credits;
ESH125 English in Practice (compulsory) 0 credits

And 30 credits from ESH modules, either ESH101 Shakespeare 30 credits Or ESH110 Literatures in Time 30 credits
(to total 60 credits in English)

HST4602 History in Practice (compulsory) 15 credits;
HST4603 The Foundations of Modern Thought: Introduction to Intellectual History (compulsory) 15 credits

And 30 credits from other HST level 4 modules, including AT LEAST ONE from the following list:

HST4308 Unravelling Britain: 1800 to the present 30 credits
HST4309 Europe in a Global Context: 1800 to the present 30 credits
HST4107 Europe 1000-1500: The Middle Ages and their legacy 15 credits
HST4202 From Reformation to Revolution: Europe 1500-1800 15 credits
HST4310 Building the American Nation 15 credits

(to total 60 credits in History)

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 the equivalent of 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

In English, students choose modules from four Lists. Lists 1-3 correspond to the following subject areas: Medieval and early Modern; Eighteenth century, Romanticism, and Nineteenth century; Modern, Post-colonial, and Contemporary. List 4 contains options from all subject areas.

Students choose 1 x 30 credit module from List 1 or List 2, and 30 credits from either List 3 or List 4.

List 1: a list of up to three modules in the Medieval and Early Modern Subject Area;

List 2: a list of up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;

List 3: a list of up to three modules in the Modern, Contemporary and Postcolonial Studies Subject

List 4: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

In History students are encouraged to take the historiographically reflective module 'History Workshop' (HST5607) as preparation for their final year Special Subject (if selected, in History).

In order to progress from year two to the final year, students must pass a minimum of 180 credits from their first and second years.

Year 3

Students take the equivalent of 120 credits (minimum 90 credits at level 6, maximum 30 credits at level 5), normally 60 credits in each semester, taking an equal number of credits from both English and History.

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Final year students are expected to pursue most of their work at level 6. They are required to take one of the following level 6 modules:

1. A History Special Subject (60 credits), from a range either offered by the School of History or by another College within the University of London; or
2. ESH6000 English Dissertation (30 credits).

Students are not allowed to take level 4 modules in their final year.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What Are the Entry Requirements?

We typically require 320-340 points from 3 A-levels, equivalent to ABB-AAB at A-level with an A in English Literature or Language and Literature and a B in History. Excluded subjects: General Studies and Critical Thinking.

How Do We Listen and Act on Your Feedback?

The Student Staff 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.

Each school operates a Learning and Teaching Committee 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.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is organised by the Head of School, or equivalent, for the completion of the school's Annual Programme Reviews. Schools 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 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.

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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 support administrator in each School who works with academic staff to assist students in need of support.

Both the student support administrator and all advisers are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager in each School supports students in their use of the online learning environments used on all modules.

The School of English and Drama and the School of History collaborate with the College's Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the 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

English and History graduates find opportunities for employment in many different careers, especially those calling for excellent communication and analytical skills. Students will have developed their research skills and understanding of the modern world, all of which are valued by employers. Graduates of the English and History degree might find employment in areas such as business, journalism and the media, education, museums and archives, government or public relations.

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

Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers Service).

Every year the Schools see a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification

Dr Matthew Rubery

Person responsible for management of programme

Dr Matthew Rubery: Dr Mark Glancy

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

27 Jan 2016

Date Programme Specification approved by Taught Programmes Board