

Programme Title: BA French 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 French and History
Name of Interim Award(s)	
Duration of Study / Period of Registration	4 years / 3 years
QM Programme Code / UCAS Code(s)	VR11 4 yr / VRAZ 3 yr
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	n/a
Date Programme Specification Approved	20 Feb 2014
Responsible School / Institute	School of Languages, Linguistics & Film

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

n/a

Programme Outline

The study of a modern language and its culture in conjunction with history offers the opportunity to combine two contrasting but complementary areas of interest. You will follow the core modules in French designed to help you develop your skills in writing and speaking that language as well as modules in History. Many students take advantage of the School of History's strength in modern European history. In addition, you will normally spend a year abroad in a country where the language is spoken. You can choose whether to study or take up a work placement.

Aims of the Programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of French language, linguistics, literature and culture, and provides a thorough grounding in key aspects at least one of three broad historical periods: medieval, early modern and modern, to a broad constituency of well-qualified students.
2. To impart a high level of linguistic knowledge and skills, both productive and receptive, in the French language, fostering an understanding of the language itself as a rewarding object of study, from the perspectives of linguistics and philology.

3. To give students access to a range of material in French that is worthy of study either as a product of the culture concerned or in a broader cultural and intellectual perspective, or both. This material can be found in different media (written and visual, such as cinema) and different genres (fiction, theatre, poetry, philosophy and so forth). These aims intertwine, since the broader and deeper the student's knowledge of and skills in the language, the broader and deeper the understanding of the material they can achieve.
4. To expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's strengths in British, European and North American History
5. To encourage engagement with a wide variety of critical and theoretical modes of inquiry, enabling students to develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.
6. To enable students to develop independent critical thinking and judgment and to undertake independent research tasks.
7. To develop a range of skills necessary to the effective communication of ideas and arguments.
8. To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; in particular, to develop graduates' capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

What Will You Be Expected to Achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:	
A 1	Ability to demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of French. In addition, to evaluate different theoretical perspectives on these concepts.
A 2	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 3	Ability to identify the character of cultural products in French (influence of genre, history and function). In addition, to critically evaluate the character of such cultural products.
A 4	Ability to identify the nature of politics, including a range of principles, concepts and terminologies associated with the study of political ideas, institutions and behaviour.
A 5	Ability to demonstrate a knowledge of historical and contemporary political phenomena, including political texts, issues and problems within the field of study.
A 6	Ability to demonstrate an understanding of major political, cultural and social systems and different historical periods, and a robust and detailed knowledge of at least one historical period and its primary sources.
A 7	Ability to demonstrate an awareness of historiographic argument, and an understanding of the significance of different historiographical approaches.

Disciplinary Skills - able to:	
B 1	develop advanced oral, written and comprehension skills in the French language, becoming fluent and accurate users of the language in a wide range of domains and registers.
B 2	understand the socio-historical contexts of literary and linguistic aspects of French. In addition, to engage with theoretical models of such contexts.
B 3	construct cogent and sophisticated critical essays with evidence of independent study and initiative.
B 4	formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations.

B5	bring critical skills to bear on the analysis of texts and other cultural products. In addition, to compare the effectiveness of different critical techniques.
B6	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.

Attributes:

C1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.
C3	Demonstrate the independent learning ability required for continuing professional development.

How Will You Learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the Schools of Languages, Linguistics and Film and of History. Teaching will be led by research-oriented staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
- Promote the relationship between staff research, teaching and student learning;
- Expose students to a diverse set of approaches to the study of their subject area;
- Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- Inspire intellectual independence in students;
- Employ a variety of assessment methods;
- 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, including a variety of group work;
- Small group tutorials;
- Workshops;
- Lab work using multi-media resources;
- Writing intensive courses;
- Field trips;
- Independent work by students, including research, presentations and peer review;
- Individual supervision of projects and dissertations;
- Individual and group feedback on written work.

How Will You Be Assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, gobbet work, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used. Language examinations may include oral and aural assessments.

How is the Programme Structured?

Requirements

Students must take a minimum of 150 credits in French modules and 180 credits in History modules, in addition to the Year Abroad module in French over the period of their studies. The Year Abroad is worth 120 credits and is a compulsory and integral part of the degree programme. Exceptionally the School can exempt students from the Year Abroad. These students will submit a change of programme form to change their degree to a 3-year degree. The programme requirements for the 3 year variant are exactly the same as for the 4 year programme but without the Year Abroad requirements.

Structure

Year 1 – Level 4

30 credits French I (Core Module)

30 credits French Foundations (Compulsory Module)

15 Credits compulsory skills and 'reflective' module HST4602 History in Practice

30 Credits EITHER HST4308 Unravelling Britain: 1800 to present OR HST4309 Europe in a Global Context: 1800 to the present

15 Credits Optional module to be chosen from HST-coded level 4 modules with the guidance of the student's History Adviser

Progression Requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits including any core module. Students who have passed 90 credits without the core module are not eligible for progression. Students who have taken Introductory German must pass this module with a grade C or above in order to progress to the second year.

Year 2 – Level 5

30 credits French II (core module)

15 credits Translation into French (level 5 compulsory module)

Minimum 60 Credits / Maximum 75 Credits optional modules to be chosen from HST-coded modules at level 5 or 6 with the guidance of the students' History Adviser. In their second year, students will be encouraged to take the historiographically reflective module 'History Workshop' (HST5607) as preparation for their final year Special Subjects.

Minimum 0 Credits / Maximum 15 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film, or the Faculty of Humanities and Social Sciences subject to space available on modules with the guidance of the students' adviser. These modules may be at levels 5 or 6 with the guidance of the students' adviser.

Progression Requirements to Year Abroad/Final Year

To successfully progress to the Year Abroad (or Final Year for exempted students) students must pass a minimum of 180 credits from Year 1 and Year 2 including any core modules. Exceptionally the School may progress a student to the Year Abroad if the student has passed 180 credits from Year 1 and Year 2 but not the core level 5 language module. The student must re-sit the failed core language module during the following academic year and may not progress to Final Year from the Year Abroad until this hurdle has been passed.

Year Abroad

120 credits compulsory Year Abroad Assessment.

Progression Requirements to Final Year from Year Abroad

Students must complete the year abroad to progress to the final year of the programme. Successful completion of the year abroad assessment is not a hurdle to progression but all marks will count towards degree classification, whether pass or fail.

Final Year – Level 6

30 credits French III (Core Module)

Minimum 15 credits/Maximum 30 credits optional modules to be chosen from FRE-coded modules at level 6

60 Credits History Special Subject (either offered by the School of History or by another college within the University). The

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Special Subject requires extensive use of primary sources. All module choices are made with the guidance of the student's History adviser.
Minimum 0 credits / maximum 15 credits optional modules to be chosen from all level 5 and 6 modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules with the guidance of the students' adviser.
Final year students may not take level 4 modules.

Requirements for Award
Students must pass a minimum of 270 credits including any final year core module, but not including the Year Abroad Assessment (if applicable).

Academic Year of Study

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

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

Where appropriate, students will be advised to make use of relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling. A dedicated post of History E-Learning Manager supports students in their use of online learning environments used on all modules.

The Schools recognise how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds, and collaborate with the College's Thinking Writing team which supports students in the development of their writing skills. The College also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

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

Joint honours students who combine history and languages are particularly sought after in business and by government departments. Acquiring a language makes students more employable. Hundreds of companies in the UK and abroad are desperate for language graduates –English is not universally spoken, the boundaries of Europe are constantly expanding, and business grinds to a halt without linguists. 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;
- cultural adaptability from study time abroad
- 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

Jill Evans, Head of Administration

Person responsible for management of programme

Prof D J Adger, Head of School

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

February 2014

Date Programme Specification approved by Taught Programmes Board

20 Feb 2014