

Programme Title: French and History



## 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) French and History            |
| Name of Interim Award(s)                   |   |
| Duration of Study / Period of Registration | Four years (VR11) Three years (VRAZ)    |
| QM Programme Code / UCAS Code(s)           | VR11                                    |
| QAA Benchmark Group                        |   |
| FHEQ Level of Award                        | Level 6                                 |
| Programme Accredited by                    |   |
| Date Programme Specification Approved      | 8 Apr 2013                              |
| 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

### 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. Students will follow the core modules specifically designed to help develop language skills. In the first year, students will take a foundation course relating to French and Francophone culture. After this students are free to select options of special interest. Students will normally spend a year abroad in a country where French is spoken. This may be spent either studying or working, for example as a language assistant. This is a great opportunity for students to improve language skills and experience life in a foreign country. Throughout the programme students will also take modules in history, chosen with assistance from your Adviser. Many students take advantage of the School of History's strength in modern European history.

### Aims of the Programme

The programme VR11 History and French as delivered by the Schools of History and French at Queen Mary University of London aims:

- to provide students with a thorough grounding in key aspects at least one of three broad historical periods: medieval, early modern and modern;
- to impart a high level of linguistic knowledge and skills, both productive and receptive;

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- to provide students with fluent oral ability and written style in both English and French;  
- to introduce students to, and encourage them to employ a range of historical and methodological approaches;  
- 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;  
- to give students access to a range of material in the French language that is worthy of study either as a product of the culture concerned or in a broader cultural and intellectual perspective, or both, including material from different media (written and visual) and different genres;  
- to encourage and support students to design their own coherent pathway of study drawing from modules offered both within the School of History and by other Schools within the University and in the School of Languages Linguistics and Film;  
- to equip students with the generic and transferable skills as defined in the School of History and School of Languages, Linguistics and Film Benchmarks, including self-direction; independence of mind; ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency, both of oral and written expression in English and in French; intellectual integrity.

### What Will You Be Expected to Achieve?

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#### Academic Content:

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| A 1 | Will provide students with an understanding of major political, cultural and social systems and different historical periods                   |
| A 2 | Will equip students with advanced speaking and writing skills in French.   |
| A 3 | Will teach students how to make effective use of language reference materials, such as grammars, standard and specialized dictionaries.        |
| A 4 | Will provide students with a robust and detailed knowledge of at least one historical period and its primary sources.                          |
| A 5 | Will demonstrate the need to identify continuity and change and provide students with an ability to analyse elements of continuity and change. |
| A 6 | Will provide an understanding of history in the context of wider historical knowledge of Francophone countries.                                |
| A 7 | Will provide awareness of historiographic argument.  |
| A 8 | Will provide an understanding of the significance of different historiographical approaches.   |

#### Disciplinary Skills - able to:

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| B 1 | Communicate fluently and accurately in French in a wide range of personal, academic and other registers.  |
| B 2 | Deploy linguistic tools and metalanguage to describe and analyse the main features of the French language.  |
| 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 | Understand a wide range of primary and secondary material written in French or related to the language.   |
| B 5 | Demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion.                           |

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| B 6 | 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 7 | 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.                          |
| B 8 | Present ideas and arguments confidently.   |

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| Attributes: |  |
| C 1         | To acquire a robust and detailed knowledge of at least one other historical period and its primary sources.                          |
| C 2         | To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.                |
| C 3         | To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research. |
| C 4         | To develop a mature writing style and a clear and effective style of oral presentation.  |
| C 5         | To present written work clearly and effectively, drawing on information technology as appropriate.                                   |
| C 6         | To develop confidence in presenting arguments and ideas.   |
| C 7         | To have gained the confidence to evaluate IT sources of information and been effective in using IT for presentation purposes.        |

### How Will You Learn?

The programme is taught in accordance with the Schools' Teaching, Learning and Assessment Strategies. The broad aims of these strategies are:

- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history and the study of French language, literature and culture;
- to provide a flexible curriculum 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 develop critical and analytical skills necessary to engage critically with a diverse range of texts in the French language;
- 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 further academic study, training and/or employment through the acquisition of transferable skills;
- to promote the relationship between staff research, teaching and student learning.

Teaching takes a number of forms

- Lectures
- Seminars, including a variety of group work
- Language classes which focus on reading, writing, understanding and speaking
- Language laboratory learning work
- Experience of being taught through the medium of French
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations

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Learning is supported by

- Coherently designed and effectively delivered courses
- Detailed bibliographies, providing guided reading for each course
- The provision of key materials, in libraries, in specified books or course-packs
- Use of current technology in Language Laboratories and through use of online resources
- Appropriate assessment exercises within each course
- Encouraging active participation by students in seminar discussions.
- Encouraging students to reflect on historical methods through dedicated courses
- Review of individual student progress in conjunction with advisers
- Experience of living and working in a French-speaking country

### 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
- Oral examinations
- Dissertations (10,000 - 15,000 words)
- Gobbet work
- Project work
- Commentaries
- Translation and editing exercises
- Book reviews
- Literature reviews
- Log books and reflective journals

### How is the Programme Structured?

#### Requirements

Students must take a minimum of 135 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

Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4 consisting of the following:

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

30 credits compulsory module EITHER

HST4308 Unravelling Britain: 1800 to present

OR

HST4309 Europe in a Global Context: 1800 to the present

30 Credits core language module French I

30 Credits compulsory module French Foundations

15 Credits optional module to be chosen from HST-coded level 4 modules with the guidance of the students' 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 the core language module.

Students who have passed 90 credits without the core language module are not eligible for progression.

##### Year 2

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### 30 Credits of core language module French II

Minimum 45 Credits / Maximum 75 Credits optional modules to be chosen from HST-coded modules at level 5 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 30 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 level 4, 5 or 6.

### 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 their first and second years including the core language module. Exceptionally the School may progress a student to the Year Abroad if the student has passed 180 credits from their first and second year but not the core 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 French Year Abroad module

### Progression Requirements to Final Year from Year Abroad

Presentation of the Year Abroad assessment in an acceptable form.

### Final Year

30 Credits core language module French III

EITHER 60 Credits History Research Dissertation OR 60 Credits History Special Subject (either offered by the School of History or by another college within the University). The Special Subject requires extensive use of primary sources. All module choices are made with the guidance of the student's personal adviser in the School.

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

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 credits may be at level 5 or 6.

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

### Requirements for Award

Students must pass a minimum of 270 credits in addition to the Year Abroad Assessment (if applicable) including the final year core language module.

## Academic Year of Study 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--------------|-------------|---------|-------|-------------------------|------------------------|----------|
|              |             |         | 4     | Compulsory              |                        |          |

## What Are the Entry Requirements?

A-levels

Tariff/Grades Requirement: 320 UCAS tariff points from 3 A-levels with a B in History and a B in a Language

Excluded subjects:

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General Studies and Critical Thinking.

### Additional information

Applicants whose first language is not English must obtain a grade B in GCSE English Language or equivalent, or will be required to take IELTS and achieve grade 7 overall with grade 7 in writing.

Equivalent overseas qualifications are welcomed.

## 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 of History 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 and the School of Language, Linguistics and Film collaborate with the College's Thinking Writing team and Language learning unit to support students in the development of their writing skills. The School of Languages, Linguistics and Film runs a Writing Support Centre which offers weekly workshops to any students who would like to develop their academic writing further. 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

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;

be culturally adaptable from study time abroad

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;

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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.

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## Programme Specification Approval

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**Person completing Programme Specification**

Jill Evans, SLLF

**Person responsible for management of programme**

R Goerner

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

4 May 2012

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

8 Apr 2013