



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA in History and Film Studies with a Year Abroad
Name of interim award(s):	
Duration of study / period of registration:	Four years
QMUL programme code / UCAS code(s):	VW6Y
QAA Benchmark Group:	
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	9 Nov 2018
Responsible School / Institute:	School of History

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

School of Languages, Linguistics & Film

Collaborative institution(s) / organisation(s) involved in delivering 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.

Students on the programme will embark on exchange programmes with one of our internationally renowned partners. These include, the Humboldt University in Berlin, University of California, or The University of Melbourne, to give but a few examples. In these destinations students will undertake a full year of studies.

Aims of the programme

The programme History and Film Studies with Study Abroad Programme 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 strengths in British, European, North American and Global 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 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 selfdirection, 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?

Please refer to learning outcomes.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	To demonstrate understanding of major political, cultural, social and economic systems and different historical periods around the world.
A 2	To develop an awareness of continuity and change over an extended time-span.
A 3	To show awareness of historiographic argument.

A4	To provide students with a comparative perspective on culture, society and academia.
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Disciplinary Skills - able to:	
B1	To demonstrate familiarity with bibliographic skills relevant to historical studies, including accurate citation of sources and consistent use of scholarly conventions.
B2	To demonstrate research skills including the gathering together of relevant research materials.
B3	To show evidence of effective communication skills, both orally and in written assignments, participate in group discussions.
B4	To understand the significance of different historiographical approaches.
B5	To demonstrate the ability to work independently and to manage time effectively.
B6	To communicate with international peers and faculty.

Attributes:	
C1	To acquire a robust and detailed knowledge of cultural history 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;

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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

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)
- 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

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 and 60 Film Studies credits coming from the following:

Level 4:

- A. Compulsory module: HST4602 History in Practice (15 credits)
- B. Compulsory module: HST4312 Screening History: Representing the Past in the Contemporary Historical Film (15 credits)
- C. 30 credits of either HST4308 Unravelling Britain: 1800 to present (30 credits) OR HST4309 Europe in a Global Context: 1800 to the present (30 credits)
- D. Compulsory QMUL Model module: FLM4200 Concepts and History (30 credits)
- E. Compulsory module: FLM4202 Approaches and Analysis (30 credits)

Year 2

Students take modules with a cumulative value of 120 credits, with a minimum of 45 credits at level 5 in History, and 30 credits at level 5 in Film Studies.

Level 5:

- A. 45 credits from all HST level 5 modules
- B. Compulsory module: FLM5203 What Is Cinema? [Critical Approaches] (30 credits)
- C. 45 credits of level 5 modules from a wide range of modules offered by the Schools, cognate Schools within the College, other Film and History Departments within the University of London (Group 1 or Group 2 modules as defined by the University of London School of History).

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Year 3

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. To take part in the exchange, students will have to achieve an average of 2:1 in their second year, with no failed modules. If a student fails 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.

Year 4

Students take modules to the value of 120 credits with a minimum of 60 credits at level 6 in History and 45 credits of level 6 in Film Studies, which may include Film History.

A. 60 credits must come from a Special Subject, either as a combination of a 30 credit Queen Mary School of History Special Subject and 30 credits from HST6700 History Research Dissertation, or as a 60 credit Special Subject, which includes a dissertation, offered by another college within the University of London. The Special Subject requires extensive use of primary sources.

B. 60 credits of level 6 FLM- modules, or designated HST- film modules.

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 FT - Year 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: British History since 1801	HST4308	30	4	Elective	1	Semesters 1 & 2
Europe in a Global Context 1800	HST4309	30	4	Elective	1	Semesters 1 & 2
Screening History: Representing the Past in the Contemporary Historical Film	HST4312	15	4	Compulsory	1	Semester 1
Approaches and Analysis	FLM4202	30	4	Compulsory	1	Semesters 1 & 2
Concepts and History	FLM4200	30	4	Compulsory	1	Semesters 1 & 2

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
45 credits of level 5 HST modules.		45	5	Elective	2	Semester 1 or 2
45 credits of level 4, 5 or 6 modules, or UoL intercollegiate modules.		45	5	Elective	2	Semester 1 or 2
What Is Cinema? [Critical Approaches]	FLM5203	30	5	Compulsory	2	Semesters 1 & 2

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Year overseas at a partner university, taking modules of at least 60 ECTS (120 QM credits)		120		Elective	3	Semester 1 or 2

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History Research Dissertation (HST6700) + History Special Subject, or UoL intercollegiate special subject	HST6700	60	6	Compulsory	4	Semesters 1 & 2
45 credits of level 6 FLM- modules		45	6	Elective	4	Semester 1 or 2
15 credits of modules from the Schools, cognate Schools within the College, Institute at QMUL. These credits may be at level 5 or 6.		15		Elective	4	Semester 1 or 2

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>.

This programme would be open to in-degree applications. The requirements would be achieving a minimum of 2:1 in the second year and completing an application form.

How will the quality of the programme be managed and enhanced? How do we listen to 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.

What academic support is available?

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

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

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 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;

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:

Dan Todman

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

10 May 2018

Date Programme Specification approved by Taught Programmes Board:

9 Nov 2018