

Programme Title: BA (Hons) History and Film Studies



Programme Specification (UG)

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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) History and Film Studies |
| Name of interim award(s): | |
| Duration of study / period of registration: | Three years |
| QMUL programme code / UCAS code(s): | VW16 |
| QAA Benchmark Group: | |
| FHEQ Level of Award : | Level 6 |
| Programme accredited by: | |
| Date Programme Specification approved: | |
| 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. Required courses include the first-year methodological courses History in Practice (HST4602), Approaches and Analysis (FLM4202) and Concepts and History (FLM4200). 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 VW16 History and Film Studies 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

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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?

Students who successfully complete this programme will be able to:

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:

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| 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. |

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| 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: | |
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| 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. |
| 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 | Present ideas and arguments confidently. |
| B 5 | Demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion. |
| B 6 | 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: | |
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| 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 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 is:

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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, which may include:

- 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?

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 QMUL Model 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)

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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: FLM003 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 QMUL, 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), and QMUL Model modules. Students must take a minimum of 10 credits of QMUL Model modules, either within the School of History/Languages, Linguistics and Film, or in another School/Institute at QMUL.

Year 3

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

C. 15 credits of modules from a wide range of modules offered by the Schools, cognate Schools within QMUL, and QMUL Model modules in another School/Institute at QMUL. These credits may be at level 5 or 6.

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 since 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 2 |
| 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 FT - Year 2

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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 |
| What Is Cinema? [Critical Approaches] | FLM003 | 30 | 5 | Compulsory | 2 | Semesters 1 & 2 |
| 45 credits of level 5 modules from 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), and QMUL Model modules. Students must take a minimum of 10 credits of QMUL Model modules, either within the School of History, in another School/Institute at QMUL, or from a selection of Central QMUL Model modules (maximum 15 credits) | | 30 | 5 | Elective | 2 | Semester 1 or 2 |

Academic Year of Study FT - Year 3

| 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 | | 60 | 6 | Compulsory | 3 | Semesters 1 & 2 |
| 45 credits of level 6 FLM- modules, or designated HST- film modules | | 45 | 6 | Elective | 3 | Semester 1 or 2 |
| 15 credits of modules from the Home Schools, cognate Schools within the College, and QMUL Model modules in another School/Institute at QMUL, or from a selection of Central QMUL Model modules (maximum 15 credits). These credits may be at level 5 or 6. | | 15 | | Elective | 3 | 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>

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Overall administrative responsibility and QMUL accountability for the programme rests with History.

The Programme Convenor will be responsible for the academic content and quality of the programme and any changes to the curriculum in addition to ensuring a regular liaison with SLLF to maintain a consistent quality of teaching across the programme. The History undergraduate office is responsible for the overall administrative delivery of the programme, ensuring SLLF is provided with all necessary student and organisational information in order to effectively deliver its module(s) and general QMUL administration for students on the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

The overall management and enhancement of the programme lies with the Department of History's undergraduate Teaching and Learning Committee chaired by the Director of Taught Programmes.

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 Senior Tutor in History and a Student Experience Manager in Film Studies who work with academic staff to assist students in need of support.

The Senior Tutor, 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.

The School of History has a dedicated E-Learning Manager to support students in their use of online learning environments used on all modules.

Both Schools collaborates with the College's Thinking Writing team and Language Centre 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.

How inclusive is the programme for all students, including those with disabilities?

All staff in the School of History are required to integrate School principles on equality, diversity and inclusion into the design and planning of teaching modules. This is organised primarily through 'Reflective Practice' guidelines, which were developed in 2018-19 through a series of workshops in the School. They cover a range of topics, including: 'Articulating Perspectives', 'Making the Curriculum More Diverse', 'Accessibility', and 'Communicating Expectations'. All new module proposals are asked to demonstrate how they have taken these guidelines into account, with the proposals scrutinised by a Committee composed of staff and 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.

Programme-specific rules and facts

None

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:

Matt Latham

Person responsible for management of programme:

Dan Todman

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

7 Dec 2020

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

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