Programme Title:

Queen Mary
University of London

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 (Hons) English and History
Name of interim award(s):	
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	QV31
QAA Benchmark Group:	English; History
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

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

School of History

Collaborative institution(s) / organisation(s) involved in delivering 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. Queen Mary's work in both English and History 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;

Queen Mary
University of London

Programme Title:

• 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?

Students completing this programme of study will be able to: [see current list of 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:

Queen Mary
University of London

Programme Title:

A 1	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
A 2	To demonstrate a familiarity with the nature and history of a range of literary genres
A 3	To show awareness of historiographic argument and awareness of the range and variety of approaches to literary study
A 4	To deploy accurately established techniques of analysis in relation to literary texts
A 5	To demonstrate familiarity with bibliographic skills relevant to English and Historical studies, including accurate citation of sources and consistent use of scholarly conventions.
A 6	To demonstrate research skills including the gathering together of relevant research materials.

Disciplinary Skills - able to:	
B 1	To show evidence of effective communication skills, both orally and in written assignments
B 2	To participate in group discussions
B 3	To demonstrate an ability to work independently and to manage time effectively
B 4	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.
B 5	To reflect critically on the nature and history of a range of literary genres
B 6	To understand the significance of different historiographical and literary approaches and understood their limited or partial nature
B 7	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought
B 8	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position.

Attributes:	
C 1	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
C 2	Work independently, demonstrating clarity, initiative, self organisation and time management
C 3	Develop a reasoned argument and synthesise information, and communicate this clearly and effectively
C 4	Select and use information, including from IT sources
C 5	Exercise critical judgement and self-reflection on their own learning, and to use this to adapt to new situataions in professional settings
C 6	Demonstrate respect for the opinions of others and a willingness to act inclusively.

Queen Mary
University of London

Programme Title:

How will you learn?

Teaching takes a number of forms, including:

• Lectures, including team-delivered lectures
• Seminars, involving a variety of forms of group work
• Small-group tutorials (normally with adviser)
• Field trips, performance and gallery visits;
• Individual guidance and feedback on written work
• Group discussion of written work
• Individual supervision of dissertations;
• Writing retreats, workshops and student-led review sessions.

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, through on-line resources including the Virtual Learning Environment, or as module-packs;
• Widespread availability of lecture recordings
• The design of an appropriate range of learning activities and assessment tasks 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;
• the SED Writing and Reference Guide (an online learning resource);
• the work of the Royal Literary Fund Fellows.

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:

• Critical and research essays;
• Close-reading exercises and critical commentaries;
• Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
• Unseen examinations (open and closed book);
• Translation exercises;
• Presentations (group and individual), posters;
• Portfolios (written and e-portfolios), log books and learning journals;
• Multi-media (e.g. podcasts, annotated videos, websites);
• Dissertation

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.

Students take 120 credits in each year.

Year 1 / Level 4
Students take 60 credits ESH modules (all compulsory):
• ESH126 London Global I (30 credits)
• ESH129 Literatures in Time (15 credits)
• ESH124 Poetry (15 credits)

And
60 credits of HST modules, including:
Compulsory module: HST4621A History in Practice (15 credits)
Plus, EITHER HST4321A Unravelling Britain: British History since 1801 (15 credits) OR HST4622A Global Encounters: Conquest and

Programme Title:

Culture in World History (15 credits)
And 30 credits from other HST4***B modules (15 credits each)

Progression requirements to Year 2
To successfully progress from Year 1 to Year 2 you must meet the overall credit requirements for progression under the Academic Regulations which apply to you.

Year 2 / Level 5
Students take a total of 120 credits. Minimum 90 credits at level 5, maximum 30 credits at level 6, normally 60 credits in each semester.
• Minimum 45 credits/Maximum 75 credits of ESH-prefixed modules;
• Minimum 45 credits/Maximum 75 credits of HST-prefixed modules.

In English, students choose modules from four Lists.
• List 1: a list of modules in the Medieval and Early Modern Subject Area;
• List 2: a list of modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;
• List 3: a list of modules in the Modern, Contemporary and Postcolonial Studies Subject
• List 4 Special Options: 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 English, students choose 60 credits from at least two different lists, and including at least 30 credits from List 1 or List 2. You may take up to 30 credits of ESH modules at level 6 with your advisor's agreement.

In History, students normally choose 60 credits Level 5 HST modules, which must include the compulsory module HST5901 History Research Project (15 credits).

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

You may not take more than 30 credits outside ESH- or HST-prefixed modules.

Progression requirements to Final year
To successfully progress to the final year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Students take either:
1. 60 credits 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. In addition, 60 credits of ESH-prefixed modules (excluding ESH6000), including at least one 30 credit module.
Or
2. ESH6000 English Dissertation (30 credits) and 30 credits of ESH-prefixed modules, and 60 credits of HST-prefixed modules (excluding HST6700).

You may not take more than 30 credits outside ESH- or HST-prefixed modules.

Academic Year of Study

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

Programme Title:

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

Each School operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Education 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 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.

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 together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

The School hosts a dedicated 'Your Voice' page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

What academic support is available?

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 advisors.

Each student's academic progress and personal welfare is monitored by an adviser in each School with whom regular meetings are scheduled. Advisors 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 drop-in 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 advisors are able to refer students, where appropriate to relevant professional service departments in Queen Mary, 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 Queen Mary 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.

Each School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

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

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

N/A

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.

Queen Mary
University of London

Programme Title:

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.

Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers and Enterprise 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:	Professor Markman Ellis
Person responsible for management of programme:	Professor Rachael Gilmour
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	18.11.20
Date Programme Specification approved by Taught Programmes Board:	

Queen Mary
University of London