



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) History and International Relations / BA (Hons) History and International Relations with a Year Abroad
Name of interim award(s):	
Duration of study / period of registration:	Three years / Four years
QMUL programme code / UCAS code(s):	VL01 / VL02
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 Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This degree is jointly taught by the Schools of History and Politics and International Relations, and reflects the close links between the two schools and their subject areas. It provides an opportunity to understand the modern world by studying relations between nations alongside their historical development.

For students taking the four year version of the degree, the Year Abroad (in year three) will serve to introduce them to a new culture, and to enhance and consolidate their skills and knowledge-base. Students on this degree will embark on exchange programmes with one of our internationally-renowned partner universities in the United States, Europe, or elsewhere. In these destinations students will undertake a full year of studies. While the majority of the modules will be in History and International Relations, they would also be able to take some modules in other fields, broadening their horizons and widening their knowledge of their host country.

Aims of the programme

The programmes VL01 History and International Relations / VL02 History and International Relations with a Year Abroad as delivered by the School of History and School of Politics and International Relations at Queen Mary, University of London aims:

- to provide students with a thorough grounding of the key aspects of history, particularly modern and contemporary history;
- to provide students with an understanding of key issues in international relations;
- to introduce students to, and encourage them to employ a range of methodological approaches in both History and International Relations ensuring that they acquire knowledge and understanding in appropriate areas of theory and analysis;
- to develop a capacity to think critically about events, ideas and institutions;
- to expose students to political, cultural, social and economic themes as appropriate drawn from the School of History's strengths in British, European, North American, Global and Islamic history and the School of Politics and International Relations' strengths in British, US, Chinese, South American, South-East Asian, Russian, European and African politics;
- to provide the opportunity for students to specialise in areas of history and of international relations
- to encourage and support students to design their own coherent pathway of study drawing from units offered both within both Schools and and by other Schools of History and Politics within the University of London, allowing students to pursue multidisciplinary interests.
- to equip students with the generic and transferable skills as defined in the School of History Benchmarks including self direction, 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?

This programme, in accordance with the relevant QAA Subject Benchmarks, provides a distinct education by cultivating a strong sense of the past and of the present, an awareness of the development of differing values, systems and societies, and the fostering of critical yet open-minded attitudes. The study of history and international relations instils ways of thinking and habits of learning which are intrinsic to these subjects, while being no less transferable. These include an appreciation of the complexity of the past and historical enquiry; a respect for historical context; the ability to conduct robust, rigorous analysis of evidence; a raised awareness of the processes unfolding in the present time; and a deeper understanding of why the world is as it is today. Students who successfully complete this programme will achieve the learning outcomes specified below.

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:	
A1	To demonstrate an understanding of how people have existed, acted and thought in the past.
A2	To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present).
A3	To formulate a grasp of the nature of international relations and the operation of different international systems.

A 4	To demonstrate an understanding of key concepts and methods employed in the study of international relations.
A 5	To develop an understanding of the vocabulary of international relations
A 6	To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations.
A 7	To demonstrate an understanding of the significance of material gathered within wider disciplines and an ability to evaluate the significance of the material.
A 8	To develop a comparative perspective on culture, society and politics.

Disciplinary Skills - able to:	
B 1	Ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge.
B 2	Marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence.
B 3	Sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument.
B 4	Conduct structured enquiry that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship.
B 5	Critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity.
B 6	Employ effective bibliographic skills.
B 7	Engage critically with contemporary international relations
B 8	Show awareness of the significance of historical research within the wider discipline and evaluate the significance of research.

Attributes:	
C 1	To appreciate and engage in contemporary debates relating to global sustainability and global perspectives.
C 2	To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy.
C 3	To show intellectual integrity, maturity and independence, and imaginative insight and creativity.
C 4	To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator.
C 5	To reflect on their own progress and make use of feedback provided.
C 6	To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others.

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 and international relations;
- 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 international relations 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:

- Lectures
- Seminars
- Field trips
- Supervision of projects and dissertations
- Feedback on assessment

Learning is supported by:

- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in library collections and on our online learning environment
- Appropriate assessment activities, at both module and programme level
- 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 adviser

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and international relations, through the provision of modules in a carefully selected partner university.

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 both individual modules and the programme as a whole.

Forms of assessment include:

- Essay
- Examination
- Dissertation
- Source analysis
- Book review
- Literature review
- Learning log
- Blog post
- Presentation
- Group assessment, such as presentation or project

The study abroad programme will also involve appropriate assessment activities set by the partner university.

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, skills, and assessment based modules at Level 4 with 60 credits coming from each School.

In the School of History:

Compulsory modules:

HST4430 History in Practice (10 credits)

HST4011 History Essay 1 (10 credits)

HST4012 History Essay 2 (10 credits)

Plus, EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)

AND 20 credits from other HST4*** modules (10 credits each)

In the School of Politics:

Compulsory module: POL106 Introduction to International Relations (30 credits)

And 30 credits from other Level 4 modules in SPIR: POL110 Thinking Politically (30cr), POL105 Political Analysis (30 cr), POL109 Global Histories (15cr), POL108 Background to British Politics (15cr), POL113 Politics in Action (15 cr)

Year 2

Students take Level 5 modules with a cumulative value of 120 credits. 60 credits will come from History and 60 credits will come from Politics. Module choices are made with the guidance of the student's adviser in each School. Students are able to choose from a wide range of modules offered by the Schools and other Politics and History Schools within the University of London ("Group 2" in UoL terminology). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

In the School of History:

Compulsory modules:

HST5010 History Research Project (10 credits)

HST5011 History Essay 1 (10 credits)

HST5012 History Essay 2 (10 credits)

And 30 credits from other HST5*** modules (10 credits each)

In the School of Politics:

Compulsory module: POL251 International Relations Theory (30 credits)

And 30 credits from other Level 5 POL*** modules

[Year 3 for students on the Year Abroad version]

Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (European Credit Transfer System) credits (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.

Final Year (Year 3 on VL01 / Year 4 on VL02)

Students take Level 6 modules to the value of 120 credits, split between the Schools EITHER 60 History / 60 Politics OR 75 History / 45 Politics. Module choices are made with the guidance of the student's adviser in each School.

Students must take EITHER 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6000 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London) OR a 45 credit POL318 Dissertation in Politics / International Relations.

IF students choose their Special Subject/dissertation in History (60 credits), then they may EITHER

- select 0 additional credits in History, and 60 credits in Politics
- OR, select one additional 15 credit HST6***A or HST6***B module, and 45 credits in Politics.

IF students choose POL318 Dissertation in Politics / International Relations (45 credits), then they MUST

- select 15 additional credits in Politics
- AND, select 60 credits in History, which must include HST6001 History Essay 1 (10 credits), HST6002 History Essay 2 (10 credits), and 40 credits of HST6**** elective modules.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History in Practice	HST4430	10	4	Compulsory	1	Semester 1
Introduction to International Relations	POL106	30	4	Compulsory	1	Semesters 1 & 2
Level 4 POL elective modules	POL***	30	4	Elective	1	Semester 1 or 2
History Essay 1	HST4011	10	4	Compulsory	1	Semester 1
History Essay 2	HST4012	10	4	Compulsory	1	Semester 2
30 credits of Level 4 HST modules, including EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)		30	4	Elective	1	Semester 1 or 2

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History Research Project	HST5010	10	5	Compulsory	2	Semester 2
International Relations Theory	POL251	30	5	Compulsory	2	Semesters 1 & 2
History Essay 1	HST5011	10	5	Compulsory	2	Semester 1
History Essay 2	HST5012	10	5	Compulsory	2	Semester 2
Level 5 HST elective modules		30	5	Elective	2	Semester 1 or 2
Level 5 POL elective modules		30	5	Elective	2	Semester 1 or 2

Academic Year of Study FT - Year 3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
EITHER History Research Dissertation (HST6000) + History Special Subject, or UoL intercollegiate special subject + dissertation		60	6	Compulsory	3	Semesters 1 & 2
OR POL318 Dissertation in Politics / International Relations	POL318	45	6	Core	3	Semesters 1 & 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 Director(s) of Education is/are responsible for the academic content and quality of the programme and any changes to the curriculum, in addition to ensuring a regular liaison with SPIR to maintain a consistent quality of teaching across the programme. The History Office is responsible for the overall administrative delivery of the programme, ensuring SPIR 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 School of History's Education Committee chaired by the Director of Education. Appropriate consultation will be held with SPIR, including student representatives.

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 an Education Committee, or equivalent, which advises the School/Institute Director of Education 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 and consideration of student surveys.

The School conducts an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is carried out by the Director(s) of Education and overseen by the Faculty of Humanities and Social Sciences. Schools/institutes are also subject to a periodic process of Enhanced Programme Review, which is organised by the Faculty and encompasses all undergraduate and post-graduate taught programmes. Students' views are considered in each of these processes through analysis of the NSS, module evaluations and our regular processes of consultation with student representatives.

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. During the year abroad, QM advisers will communicate with students on a regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic adviser or equivalent. All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress. There is a dedicated Director of Student Support and a Student Experience Manager in History and a dedicated Student Experience Manager in Politics who work with academic staff to assist students in need of support. The Director of Student Support, 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. Dedicated E-Learning Support in the School of History supports students in their use of online learning environments used on all modules. Dedicated Writing Tutors in History support students with developing their written skills. Additional support is regularly provided by professional writers working in the University 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 'Inclusive Curriculum' guidelines, which were developed in 2018-19 through a series of 'Reflective Practice' workshops and updated in 2023. They cover a range of steps, including: 'Locating Ourselves and Our Students', 'Assessing Diversity in Module Content', 'Ensuring Accessibility', 'Setting Expectations' and 'Learning With and From Colleagues'. 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

A student on a programme with a compulsory year abroad must pass all modules and achieve a minimum weighted average mark of 60.0 rather than 40.0 to progress to the year abroad. Failure to meet that requirement will result in transfer to the version of the programme without a year abroad.

For more information see the University's Academic Regulations <https://arcs.qmul.ac.uk/policy/>

Links with employers, placement opportunities and transferable skills

The skills developed by the study of these two related fields give graduates an excellent preparation for a wide range of careers, including those in government, think-tanks, journalism, teaching and the civil service. The School of History's dedicated Employability Tutor works with the University's Careers Service to enhance our students' career prospects. The transferable analytical and communications skills students will gain will also make them attractive to employers in less directly related fields in both the public and private sector. Graduates have found work for organisations as diverse as Deloitte, the Royal Bank of Canada, Scodie Deyong, the House of Commons, the Labour Party and UK Home Office.

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;

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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:	Daniel Peart
Person responsible for management of programme:	Daniel Peart
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	25 Feb 2025
Date Programme Specification approved by Taught Programmes Board:	