

Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	BA (Hons) History / BA (Hons) History 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):	V101/V111
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:

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

Programme outline

This programme is for students who want to experience an extensive range of historical subjects and have the maximum flexibility of choice. In the first year students will gain an understanding of how to study history at university, with a focus on modern British history, global encounters, and an introduction to diverse periods and types of history. In subsequent years, students will have the opportunity to explore the medieval, early modern and modern/contemporary periods, and to choose from political, cultural, religious, social and economic themes drawn from the School's strengths in British, European, North American, Global and Islamic history. In line with the QAA Subject Benchmark Statement for History, this modular system supports the development of core historical skills while retaining an emphasis on student-centred learning and inclusive education.

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, 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 V101 History / V111 History with a Year Abroad as delivered by the School of History at Queen Mary, University of London aim to:

- provide students with a thorough grounding in key aspects of at least two of three broad historical periods: Medieval, Early Modern and Modern/Contemporary;
- introduce students to, and encourage them to employ, a range of methodological approaches;
- expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's strengths in British, European, North American, Global and Islamic history;
- encourage and support students to design their own coherent pathways of study drawing from units offered both within the School of History and by other Schools within the University;
- equip students with the generic and transferable skills as defined in the History Benchmarks including self direction, independence of mind, 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, an awareness of the development of differing values, systems and societies, and the fostering of critical yet open-minded attitudes. The study of history instils ways of thinking and habits of learning which are intrinsic to the subject, 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 historical evidence; a raised awareness of the historical 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).

A 3	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.
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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	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;
- 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;

Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

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 advisers

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and historiography, 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
- 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 take modules with a cumulative value of 120 credits from a range of thematic, skills, and assessment modules at Level 4 in the School of History.

Compulsory modules:

HST4430 History in Practice (10 credits)

HST4330 Unravelling Britain: British History since 1801 (10 credits)

HST4431 Global Encounters: Conquest and Culture in World History (10 credits)

HST4001 History Essay 1 (15 credits)

HST4002 History Essay 2 (15 credits)

HST4003 History Essay 3 (15 credits)

HST4004 History Essay 4 (15 credits)

PLUS 30 credits of other HST4*** elective modules

Students must take AT LEAST ONE of HST4130 Europe 1000-1500: The Middle Ages and their Legacy (10 credits) and HST4230 Reformation to Revolution: Europe and the World, 1500-1800 (10 credits).

Year 2

Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

Students take modules with a cumulative value of 120 credits from a wide range of modules, with a minimum of 90 credits at Level 5 in the School of History. Module choices are made with the guidance of the student's academic adviser in History. The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

Compulsory modules:

HST5002 History Research Project (15 credits)

HST5003 History Essay 1 (15 credits)

HST5004 History Essay 2 (15 credits)

HST5005 History Essay 3 (15 credits)

At the discretion of the School of History and with the permission of the host School/Department, students may take up to 30 of the 120 credits in another School within Queen Mary, providing these are at Level 4 or 5, or another History Department within the University of London, providing these are at Level 5 ("Group 2" in UoL terminology). All School of History modules must be taken at Level 5.

Joint honours History students who have been permitted to transfer to single honours will follow the diet from Year 2, having taken History in Practice and either Unravelling Britain: British History since 1801 or Global Encounters: Conquest and Culture in World History from Year 1.

[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. To successfully progress from Year 3 to the final year students must take 120 credits while abroad and pass 105 with an average mark of 40.0 (not weighted, in that case). If students fail to meet this requirement they still progress into the final year but are moved back to the non-study abroad version.]

Final Year (Year 3 on V101 / Year 4 on V111)

Students take modules with a cumulative value of 120 credits, with a minimum of 120 credits at Level 6 in the School of History if the Special Subject is in the School of History, or a minimum of 60 credits at Level 6 in the School of History if the Special Subject is at another History Department within the University of London. Module choices are made with the guidance of the student's academic adviser in History.

60 credits must come from a Special Subject, either as a combination of a 30 credit Special Subject and the 30 credit HST6000 History Research Dissertation in the School of History, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London. The Special Subject and dissertation are critical to students' achievement of programme learning outcomes, particularly those relating to conducting structured research enquiry and critical analysis of primary sources.

Compulsory modules:

HST6001 History Essay 1 (10 credits)

HST6002 History Essay 2 (10 credits)

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
Unravelling Britain: British History since 1801	HST4330	10	4	Compulsory	1	Semester 1
Global Encounters: Conquest and Culture in World History	HST4431	10	4	Compulsory	1	Semester 1

Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History Essay 1	HST4001	15	4	Compulsory	1	Semester 1
History Essay 2	HST4002	15	4	Compulsory	1	Semester 1
History Essay 3	HST4003	15	4	Compulsory	1	Semester 2
History Essay 4	HST4004	15	4	Compulsory	1	Semester 2
30 credits of Level 4 HST modules		30	4	Elective	1	Semester 2

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
30 credits of Level 5 HST modules		30	5	Elective	2	Semester 1 or 2
30 credits of Level 5 HST modules, or Level 4 or 5 modules in another School, or UoL intercollegiate Group 2 modules		30		Elective	2	Semester 1 or 2
History Research Project	HST5002	15	5	Compulsory	2	Semester 2
History Essay 1	HST5003	15	5	Compulsory	2	Semester 1
History Essay 2	HST5004	15	5	Compulsory	2	Semester 1
History Essay 3	HST5005	15	5	Compulsory	2	Semester 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History Research Dissertation (HST6000) + History Special Subject, or UoL intercollegiate Level 6 Special Subject + dissertation		60	6	Compulsory	3	Semesters 1 & 2
History Essay 1	HST6001	10	6	Compulsory	3	Semester 1
History Essay 2	HST6002	10	6	Compulsory	3	Semester 2
40 credits of Level 6 HST modules		40	6	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 Director(s) of Education is/are responsible for the academic content and quality of the programme and any changes to the curriculum, ensuring consistent quality of teaching across the programme. The History Office is responsible for the overall administrative delivery of 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 Education Committee chaired by the Director of Education.

The Student Voice Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each year together with appropriate representation from staff. It is designed to respond to the needs of students, as well as act as a forum for co-creation, for example in discussing programme and module developments. The Student Voice Committee meet regularly throughout the year.

The School operates an Education Committee which advises the Director(s) 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.

We constantly encourage innovation in modular content and practice. This includes a preference for the co-creation of module content to ensure the overall programme is responsive to student needs and interests.

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 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 the School, both of 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 within the School supports students with their use of online learning environments used on all modules. Dedicated Writing Tutors 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

Students who fail the Year Abroad will be transferred to the three-year version of the programme.

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. The School's dedicated Employability Tutor works with the University's Careers Service to enhance our students' career prospects. Queen Mary History graduates often find employment in areas such as business, education, finance, government and the media. Others continue

Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

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