BA History with Italian   UCAS code: V1R3

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group(s): Language and History
Faculty of Arts and Humanities   Programme length: 3 years
For students entering Part 1 in 2004   Date of specification: August 2004
Programme Director: Mr Roy Wolfe
Programme Adviser: Dr Frank Tallett, Dr Francesca Medioli
Board of Studies: History and Italian
Accreditation: Not Applicable

Summary of programme aims
The degree in History with Italian offers insights into the richness and variety of human experience. Throughout this process of discovery, students encounter a wide range of subjects and approaches, while having the opportunity to pursue their own enthusiasms and to benefit from the research expertise and activities of staff. Within History, we aim to familiarise students with a broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. The degree also aims to produce graduates who are competent communicators in spoken and written Italian and who are informed about Italian history and culture. Students are able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past in association with a language programme.

Transferable skills
The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working, and use of information technology.

History is a discipline which lends itself to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Also integral is the collection, collation and analysis of substantial quantities of material and its communication and presentation. History also prompts an awareness of numeracy through chronology, periodisation, and basic quantification. In addition, the development of powerful tools of research, analysis and presentation associated with information technology is reflected in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work, and, where appropriate, the use of more sophisticated databases and exploitation of the internet. Students of Italian will develop their abilities to communicate in the Italian language and to deal with intellectual problems effectively by locating information, assessing it critically, communicating independent points of view logically and clearly (both orally and in writing), and substantiating opinions with evidence.

Programme content
Each part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In both Parts 2 and 3 students choose modules which account for 80 credits in History and 40 credits in Italian.

Part 1 introduces the disciplines. The History modules focus on historical causation and contextualisation and the use of sources in the discipline. The Italian modules explore Italian history and culture and develop students' language skills according to their level of ability on entry. In Part 2 History students focus upon periodisation and the development of their disciplinary skills and they, also, undertake a Directed Historiographical Essay. In Italian, students' language abilities are developed and thematic aspects of Italian history and culture are explored. In Part 3 students pursue specifically defined modules in depth in historical studies, translation, and Italian culture. At this stage, they are expected to work more independently and the dissertation in History involves a substantial research effort.

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Part 1 (three terms)   Credits   Level

History with Italian students must acquire a minimum of 40 credits in History and 40 credits in Italian. Other credits to be acquired from modules listed in Faculty Part 1 Handbook.

In History
Compulsory modules

HS1APH	Approaches to History	20	C
HS1LMH	Landmarks in History	20	C

Optional module which may only be taken if the compulsory modules are also studied

HS1DSH	Directed Study in History	20	C

In Italian Studies
Compulsory modules

For advanced students:

IT1001	Advanced Italian Language I	20	C
IT1002	Twentieth-Century Italian Culture	20	C

For beginners:

IT1003	Italian Language (Elementary) and Culture	40	C

Optional module (available to all students):

IT1004	Italian Mediaeval and Renaissance Culture (in translation)	20	C

Part 2 (three terms)   *Credits   Level*

In History (80 credits)
Compulsory Modules
All students take the Directed Historiographical Essay module, two modules from different Periods and their corequisite skills modules.

HS2DHE	Directed Historiographical Essay	20	I

Periods and Skill in Medieval History

HS2PO1	Byzantine Empire 324-1453	20	I
HSKK01	Skills in Byzantine Empire 324-143	10	I
HS2P03	The Medieval West 1050-1200	20	I
HS2K03	Skills in The Medieval West 1050-1200	10	I
HS2P04	England 1272-1485	20	I
HS2K04	Skills in England 1272-1485	10	I
HS2P05	Women in the Medieval and Renaissance Worlds:...	20	I
HS2K05	Skills in Women in Medieval & Renaissance Worlds	10	I
HS2P06	End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	20	I
HS2K06	Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	10	I

Period and Skills in Early Modern History:

HS2P31	Europe 1450-1600: Government, Culture and Society	20	I
HS2K31	Skills in Europe 1450-1600	10	I
HS2P32	Britain in Europe, 1500-1707	20	I
HS2K32	Skills in Britain in Europe, 1500-1707	10	I
HS2P34	Change and Stability in Europe of the Old Regime	20	I
HS2K34	Skills in Change and Stability in Europe	10	I
HS2P35	British History 1640-c.1800	20	I
HS2K35	Skills in British History 1640-c.1800	10	I
HS2P36	The Making of Early Modern Britain, 1450-1640	20	I
HS2K36	Skills in The Making of Early Modern Britain, 1450-1640	10	I

Periods and Skills in Modern History:

HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P62	Union and Disunion: The United States	20	I
HS2K62	Skills in Union and Disunion: The United States	10	I
HS2P63	Themes in the Social History of Europe 1789-1914	20	I
HS2K63	Skills in Themes in the Social History of Europe	10	I
HS2P64	Questions of Labour History, 1800-1939	20	I
HS2K64	Skills in Questions of Labour History, 1800-1939	10	I
HS2P65	Region, Nation and and Global Power. The US 1865...	20	I
HS2K65	Skills in Region, Nation and Global Power. U S, 1865	10	I
HS2P66	Imperial Britain, 1815-1982	20	I
HS2K66	Skills in Imperial Britain, 1815-1982	10	I
HS2P67	A People and a Nation: A Social History of the US	20	I
HS2K67	Skills in A People and a Nation: A Social History...	10	I
HS2P68	Europe since 1870: The Fortunes of the Nation State	20	I
HS2K68	Skills in Europe since 1870: Fortunes of the Nation State	10	I
HS2P69	Modern British History: The Changing Role of the State	20	I
HS2K69	Skills in Modern British History: The Changing Role	10	I
HS2P70	American State & Society & the Wider World, 1890	20	I
HS2K70	Skills in American State and Society	10	I
HS2P71	Women in Society: a comparison of Britain and America from 1850	20	I

HS2K71	Skills in Women in Society: a comparison of Britain and America from 1850	10	I
HS2P72	The Development of Modern Britain: Town and Country Since 1800	20	I
HS2K72	Skills in The Development of Modern Britain: Town and Country Since 1800	10	I
HS2P73	The Poor and the Masses in Britain and France, 1789-1914	20	I
HS2K73	Skills in The Poor and the Masses in Britain and France, 1789-1914	10	I
HS2P74	Changing Perspectives in Irish History, 1801-1973	20	I
HS2K74	Skills in Changing Perspectives in Irish History, 1801-1973	10	I
HS2P75	An Historical Approach to British Rural Sociology	20	I
HS2K75	Skills in An Historical Approach to British Rural Sociology	10	I

In Italian Studies (40 credits)

Compulsory modules

All students take one of the Italian language modules of 20 credits and optional module of 20 credits, totalling 40 credits.

Either:

IT201	Advanced Italian Language II	20	I

Or:

IT202	Intermediate Italian Language	20	I

One of the following optional modules:

IT203	History of the Italian Language	20	I
IT204	Introduction to the Renaissance: Boccaccio, Humanism and Machiavelli	20	I
IT205	Italian Cinema I: Introduction to Film Study, Neorealism, War and Resistance	20	I
IT206	Italian Cinema II: Popular Genre Cinema	20	I
IT207	Italian History and Society since 1945	20	I
IT208	Italian Modernism	20	I
IT209	Narrative and Poetry in the Nineteenth Century	20	I
IT210	Women's Everyday Life In Italy from the Middle Ages to the French Revolution	20	I
IT2WW	Women's Writing in Early Modern Italy	20	I
IT2CON	Contemporary Italian Literature	20	I

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

Part 3 (three terms)	*Credits*	*Level*

In History (80 credits)

Compulsory modules

All students take the Dissertation in History module of 40 credits. In addition they choose either two 20 credit Topic modules to make a total of 40 credits or a Special Subject of 40 credits, consisting of two corequisite modules of 20 credits each. No more than 20 credits may be taken at I level.

Topics

HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3TO3	Art & Society in France & Italy in High Middle Ages	20	H
HS3T04	German Imperial Age	20	H
HS3T05	The Medieval Town	20	H
HS3T06	Hundred Years War	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from Peace of Lodi...	20	H
HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T12	English Rural Society, 1793-1914	20	H
HS3T13	The French Revolution	20	H
HS3T14	'Integrating America?': Immigrants in American Soc.	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T18	The `New South': 1875-1940	20	H
HS3T19	Women in Britain, 1918-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and...	20	H
HS3T21	The Nuremberg Trial and the Third Reich	20	H
HS3T22	Hidden History: The Intelligence Service...	20	H
HS3T23	Popular Protest and Political Change in America...	20	H
HS3T25	Medieval Magic & Origins of Witch-craze	20	H
HS3T26	The English Nobility, 1500-1642	20	H
HS3T28	De Gaulle's France, 1890-1970	20	H
HS3T30	Ireland and the English in the Middle Ages	20	H
HS3T31	From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945	20	H
HS3T32	Sex & Society in Victorian Britain	20	H
HS3T33	The Weaker Sex? Women in Britain, 1850-1914	20	H
HS3T34	An Historical Approach to British Rural Sociology	20	H
HS3T35	Religion, Society and Politics in France, 1789-1914	20	H
HS3T36	Lenin, Stalin, and the Bolshevik Revolution	20	I
HST337	The American Revolution	20	I
HST338	Culture, Print & Literacy in Early Modern Britain	20	I
TY2BH	Book History: from clay tablets to computer screens	20	I
IT207	Italian History and Society since 1945: Conflict, Consumerism And Change	20	I
IT314	The South since 1860: Images and Reality	20	H
FR207	France in the Age of Revolutions, 1750-1870	20	I
FR209	Five Wars and Three Republics: France 1870-1962	20	I
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H
CL3RM	Renaissance Medicine	20	H
AR3S2	Environment and Landscape in Historic Period	20	H
AR3T1	Burial Archaeology	20	H
AR3T3	Museum Studies	20	H
AR3M1	The Archaeology of Early Anglo-Saxon England	20	H
AR3M2	Later Anglo-Saxon England	20	H

| AR3M3 | Twelfth-century England – expansion or contraction | 20 | H |
| AR3M4 | Crisis? What crisis? England in the later middle ages | 20 | H |

Optional modules – Special subjects

Students must take 40 credits in a Special subject. A and B papers are co-requisites in all cases

Special Subjects (A & B)

HS3S02	The Crusader States in the Twelfth Century, A	20	H
HS3S52	The Crusader States in the Twelfth Century, B	20	H
HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B	20	H
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HSES55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H
HS3S11	Religion & Society in Modern France, 1789-1914 A	20	H
HS3S61	Religion & Society in Modern France, 1789-1914 B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Decolonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Decolonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H

HS3S68	Sex and Society in Victorian Britain, B	20	H
HS3S19	The Countryside in English Culture, c 1750-1939, A	20	H
HS3S69	The Countryside in English Culture, c.1750-1939, B	20	H
HS3S20	Northern Ireland, 1921-1973: Policing and the State, A	20	H
HS3S70	Northern Ireland, 1921-1973: Policing and the State, B	20	H
HS3S21	Interregnum in Britain & Ireland, 1640-1600, A	20	H
HS3S71	Interregnum in Britain & Ireland, 1640-1660, B	20	H
HS3HLD	Dissertation in History	40	H

In Italian Studies (40 credits)

All students take the Language module of 20 credits and, in addition, one optional module of 20 credits.

Compulsory

IT316	*Italian as a Minor Language*	20	H

One of the following optional modules.

IT303	Aspects of the Renaissance in France and Italy	20	H
IT305	Dante	20	H
IT307	Italian Cinema III: The Cinema of Fellini, Antonioni and Bertolucci	20	H
IT308	Italian Cinema IV: Social Comedy	20	H
IT310	Italian Renaissance Poetry: The Inner Self, the Outer World, and their Representation	20	H
IT311	Italian Women's Studies	20	H
IT312	Modern Movements in Poetry1900-1920	20	H
IT314	The South since 1860: Images and Reality	20	H
IT315	Umberto Eco: Fiction, Cultural Criticism and the Theory of Signs	20	H

Progression requirements

(a) To proceed from Part 1 to Part 2 students should obtain a mark of 40% in one of their compulsory History modules and in their compulsory modules in Italian, and must have achieved an average of 40% in the Part 1 examination as a whole. *Nb, candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*

(b) To proceed from Part 2 to Part 3 students should obtain a mark of 40% in either Advanced Italian II or Intermediate Italian Language and achieve an overall average of 40% in 120 credits taken in the examination.

(c) In both cases they should achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

Summary of teaching and assessment
In History, at Part 1, teaching is by lectures and seminars. At Parts 2 and 3, it is principally by seminars. The Part 3 Dissertation is supervised in a series of tutorials with an individual supervisor. Part 1 modules are assessed by examinations while modules in Parts 2 and 3 are assessed by a mixture of coursework and timed examination. The Part 2 Skills modules are assessed through portfolios of skills while the Dissertation is assessed both as coursework and through oral presentation. At all levels, independent research is expected and encouraged. It is most apparent and significant in the preparation of the Directed Historiographical Essay and the Dissertation, although individual supervisory support is also provided.

In Italian, teaching and learning is by lectures, seminars and workshops while language modules are always taught in small groups. Most modules are assessed by a mixture of coursework and formal examination.

The conventions for assessment and classification are included in the Programme Handbooks, but it should be noted that Part 2 modules will count for 33% of final assessment, and Part 3 modules will count for 67% of final assessment.

Admission requirements
Entrants to this programme are normally required to have obtained:Grade C or better in English in GCSE; and achieved
UCAS Tariff: Either: 300 points over 4 subjects, including at least 2 A2, or: 280 points over 3 subjects, including at least 2 A2. There is no requirement that History should have been studied at A-level; or,
International Baccalaureat: 30 points; or,
Irish Leaving Certificate: BBBBC.
Two AS grades are accepted in place of one A2.

No previous qualifications in Italian are required.

All applicants are considered on their individual merits although these requirements may be varied, if appropriate.

Mature applicants. Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the Admissions Secretary who will pass your query to an appropriate Admissions Tutor. The current Admissions Secretary is Mrs Elizabeth Berry who can be contacted by:
Telephone – 0118 931 8148

Email – e.l.berry@reading.ac.uk

As well as by post.

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

The Handbooks issued to Part 1 and to degree course students provide extensive information on resources and study skills. The Access Point for Individual Language Learning (APILL) contains a range of audio and audio-visual materials to promote self-study in languages, together with facilities for watching Italian television by satellite. The University Library is particularly well stocked with works relating to many different aspects of European History and Italian culture, and the Faculty possesses a video suite to support cinema studies. The Departmental Libraries contain a range of reference works which can be used by students and offer congenial study spaces. In the History School, students are supported and advised by the Director of Teaching and Learning. There is also full written feedback on essay work. Each module teacher gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. Liaison Officers for both History and Italian coordinate the programme.

Career prospects
Graduates in History with Italian are trained in clear thinking, language skills, diligence, independence, and adaptability. Graduates may use their degree as a springboard for various areas of employment both in Britain and abroad. Employment opportunities exist in accountancy, banking and commerce, law, publishing, museum work, teaching and social work. They are also available in the business world through management training schemes operated by national companies in retailing, marketing, sales, computing, and in the civil service and local government. The specialist linguistic skills equip students to teach English as a Foreign Language abroad, work as translators, or in the travel industry.   They also enable graduates to go on to postgraduate study in either History or Italian, both at MA and PhD level.

Opportunities for study abroad or for placements
Students in the School of History have the opportunity to spend a period of study abroad (normally in Part 2) as part of the Socrates scheme, or in conjunction with the American Studies programme's exchange. Italian Studies participates in SOCRATES exchanges with the Universities of Padova, Roma III, Firenze, Siena, Pisa, Pavia, Genova, Trieste, Napoli (Federico II), Bologna, Bergamo, Salerno and Venezia.

Educational aims of the programme
The programme aims to provide a thorough degree-level education in History which develops the student's knowledge of events, structures, and historical agents or actors, a sophisticated and sensitive understanding of the complex interplay between cause and effect in the historical process, and a critical awareness of the variety of ways in which the past has been interpreted in historical writing. Through studying History with Italian students will develop their communication skills in order to express themselves, both orally and on paper, in a clear fashion. More specifically, they should have acquired a competence in the reception and production of standard (non-technical) spoken and written Italian. Students will also cultivate general intellectual skills: clear and well-structured prose; logical reasoning and argument; the meeting of deadlines; the organisation of time; knowledge of bibliographic and annotation systems; data handling; and a broad understanding of the human experience. Particular parts of the programme will also have enabled students to develop relevant IT and Career Management skills.

Programme Outcomes
By the end of the programme it is expected that students will be able to

1. read and understand a variety of historical and literary texts from different periods and discuss their significance in their cultural contexts;
2. express clearly-constructed, soundly based arguments about the works and topics studied, making effective use both of published studies and of their own independent judgement;
3. understand native-spoken Italian within an educated environment in practical and/or predictable situations and communicate orally in non-specialised contexts;
4. write competently in Italian in non-specialised contexts with an appropriate understanding of the implications of register and style.

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. The broad sweep of post-classical history and its principal divisions	1. In History, Part 1 formal lectures impart crucial information and perspective which is reinforced and deepened by regular seminars. As the degree progresses, less use is made of the lecture form and students engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning.
2. Key approaches and methods of historical and political and/or literary and cultural analysis	
3. A range of eras and cultures and more focussed historical themes and issues	
4. The contextualization of forces, events, and individual experiences in the historical process	2. The importance of both primary and secondary texts is registered throughout the degree, and is established at the outset particularly in the Approaches module, being reinforced not only in the Directed Historiographical Essay but in the Dissertation.
5. The nature and variety of historical sources as defined by period and culture	
6. The nature of debate and dispute in historical writing and critical analysis.	3. At Part 1, Italian is taught at three distinct levels: beginners, intermediate and advanced. Separate teaching is maintained throughout Part 2, in Part 3, all students follow the same courses. Teaching is always in small groups, with different classes being devoted to grammar, oral and aural skills, reading and writing skills and translation. Audio-visual resources are used as appropriate and the use of self-access facilities is encouraged. Regular non-assessed coursework is set, and considerable emphasis is based on individual study.
7. A wide range of Italian vocabulary and idiom, and also the fundamental aspects and concepts of Italian grammar and syntax (and important contrasts with English)	
8. Core aspects of Italian history, society, literature and culture, together with a selection of additional topics in Italian history, society, literature and culture	4. Throughout the programme, students are expected to undertake independent reading on the basis of bibliographies issued for each module, and prepare seminar papers and assessed essays. The Dissertation provides an opportunity for the further development of independent research.
	Assessment
	The assessment of knowledge is by a combination over the whole degree of seen and unseen examination, coursework essays, oral examination, portfolios of skills, and dissertation. Knowledge and Understanding are also tested by a viva voce examination attached to the Dissertation. Language work is assessed by oral and written examinations.

Skills and other attributes

B. Intellectual skills – able to:

1. Analyse and interpret historical, literary or cinematic works in their cultural, socio-economic and political contexts;
2. Apply literary and historical concepts;
3. Identify problems and issues and to conduct lucid arguments in support of a case, using evidence appropriately;
4. Think critically and independently and be able to reflect on one's own positions and to challenge received conclusions;
5. Accumulate and apply information in a structured manner and to be able to demonstrate the interrelationships between primary and secondary sources.

Teaching/learning methods and strategies
These skills are developed throughout the programme. Classes in historical, literary, cinematic and other cultural modules involve analysis and discussion, often based on papers presented by students; and set essays involve analysis and debate on intellectual problems. Awareness of new approaches is encouraged as options are often linked to teachers' research interests. Individual feedback is provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and regular support are provided.

Assessment
These skills are assessed in all Parts of the programme by a combination of coursework essays and examination. The Dissertation is a key element, and there are opportunities for writing extended essays, such as the Directed Historiographical Essay.

C. Practical skills – able to:
1. Read and understand Italian in practical and/or predictable situations and speak and write it competently in non-specialised contexts;
2. Develop and carry out individual research programmes and strategies;
3. Seek out and select information from published and Internet sources and use it creatively and critically;
4. Make clearly-constructed written and oral presentations and to engage in critical argument using relevant evidence or theoretical approaches;
5. Acquire bibliographical and research Skills.

Teaching/learning methods and strategies
All students receive initial guidance on how to identify, locate and use material available in the university and departmental libraries and elsewhere. Detailed bibliographies are provided at the outset of each course. Classes and tutorials are given to all students on the production of essays and literary, historical or linguistic concepts. Language classes are compulsory in every year, and much primary and secondary reading material is in Italian.   Language classes are compulsory throughout the programme and there is regular unassessed coursework. Students regularly give oral presentations and write essays and are given feedback on them. In the latter half of the programme the Dissertation and the Directed Historiographical Essay provide experience of researching topics independently.

Assessment
Skill 1 is assessed at different stages by oral examinations and unseen written papers. Skills 2-5 are assessed by a combination of coursework essays, portfolios of skills, examinations and dissertation.

D. Transferable skills – able to:
1. Construct and communicate arguments clearly and effectively in speech and writing, and support arguments with evidence;
2. Think critically and assess the relevance and importance of the ideas of others;
3. Locate information and use information technology (especially word-processing and web-based resources);
4. Participate effectively in group activities and have good interpersonal skills;
5. Be self-reliant, organise their own time purposefully and work independently;
6. Show sensitivity to cultural differences;
7. Make informed career plans.

Teaching/learning methods and strategies
Skills 1-6 are developed progressively throughout the programme. Participation in seminars and oral classes develops skills in self-expression and teamwork. Critical thought, the construction of arguments, and information skills are all developed through essay writing and the dissertation, and all assessed work must be word-processed. Time-management skills are enhanced by the regular production of language work and the meeting of strict essay deadlines. Sensitivity to cultural difference informs the whole programme. Vocational awareness is promoted by the Careers Management Skills module.

Assessment
Effective communication of ideas is a major criterion for the assessment of students' work, including organisation of material, problem-solving skills, justified reasoning and logical arguments and fluency – clear introduction, clear presentation of argument and full conclusions. Skills 1-2 are assessed through coursework and examinations, and the oral assessment element of the Dissertation. The location of information especially forms part of the activity involved in the Dissertation. Skill 4 is not directly assessed. There are strict, clearly defined penalties for lateness in handing in assessed work and for plagiarism.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.