

BA History with French, Part-time (Day-time) **For students entering Part 1 from 2005**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Languages and Related Studies
Faculty of Arts and Humanities	Programme length: 5-7 years
Date of specification: August 2005	
Programme Director: Mr Roy Wolfe	
Programme Adviser: Dr Frank Tallett	
Boards of Studies: History and French	
Accreditation: Not applicable	

Summary of programme aims

The degree in History with French offers insights into the richness and variety of human experience. The programme aims to develop students' intellectual potential, enabling them to progress to a wide range of careers or to postgraduate study, while also promoting a lifelong love of learning. 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. Students are able to pursue their own interests through a dissertation. The degree also aims to produce graduates who are competent communicators in spoken and written French and who are informed about French history and culture. 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 enhance 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 French will develop their abilities to communicate in the French 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. In the course of such activities, they will gain experience of using information technology, working in groups, and organising their own time.

Programme content

Part-time degree programmes, like full-time programmes, are made up of study elements called *modules*. The size of a module is measured in terms of *credits*; a credit entails a notional 10

hours of study. For a full-time programme, each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits.

Modules are offered at one of three levels. In ascending order these are:

Certificate (C) level
Intermediate (I) level
Honours (H) level

All part-time degree programmes entail study of modules totalling a minimum of 360 credits.

Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

Certificate level (C) 100 credits minimum
Intermediate level (I) 100 credits minimum
Honours level (H) 100 credits minimum

Part-time programmes are divided into two sections:

Part 1 involves studying modules totalling at least 80 credits and no more than 120 Certificate level credits (120 credits are equivalent to one year of full-time study), then passing the Part 1 Examination in order to progress to the remainder of the degree.

Post-Part I, where students take the remaining modules needed to complete their degree programme.

Students must take at C level those modules required for progression to one or more degree subjects, but may take individual modules from any available programme to make up the necessary minimum total of 100 credits at C level.

Of the 100 or more credits taken at I level, 5 are taken up with Career Management Skills.

Students must complete at least 80 credits at I level before they can proceed to study any H level modules.

The content of this particular degree programme is as follows:

Part 1 introduces the disciplines. The History modules focus on historical causation and contextualisation and the use of sources in the discipline. The French modules explore French 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 French, students' language abilities are developed and thematic aspects of French history and culture are explored. In Part 3, alongside advanced language skill development, students pursue specifically defined modules in depth in historical studies, translation, or French 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:

Students must take a minimum of 40 credits in both History and French, and must choose a further 40 credits from the optional modules listed below and/or from modules offered by a third subject.

History

Compulsory modules

		<i>Credits</i>	<i>Level</i>
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
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French

Either:

Advanced French (for those with a good A level in French or equivalent)

Compulsory modules

		<i>Credits</i>	<i>Level</i>
FR101	<i>Advanced French Language</i>	20	C

and either

FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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or

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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Optional module

either

FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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or

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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Or:

Intermediate French (for those with a GCSE A in French or equivalent)

Compulsory modules

		<i>Credits</i>	<i>Level</i>
FR102	<i>Intermediate French Language</i>	20	C

and either

FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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or

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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Optional module

either

FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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or

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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Level I

In History (80 credits)

Compulsory modules

All students take the Directed Historiographical Essay module, two modules from different Periods and their corequisite skills modules.

		<i>Credits</i>	<i>Level</i>
HS2DHE	Directed Historiographical Essay	20	I

Periods and Skill in Medieval History

HS2P05	Women in the Medieval and Renaissance Worlds	20	I
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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
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
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
HS2P75	An Historical Approach to British Rural Sociology	20	I
HS2K75	Skills in An Historical Approach to British Rural Sociology	10	I

In French (40 credits)

Compulsory module (20 credits)

FR201	French Language 2	20	I
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Optional modules:

Students must choose one 20-credit additional module from the list below. **Note:** the following modules are subject to the availability of academic staff in any one year. Students should consult the relevant Departmental handbook for up-to-date information.

FR2MAN	Language: French for Managers 2	20	I
FR2TRA	Language: Translation	20	I
FR202	Middle Ages/Medieval: The Crusades	20	I
FR203	Middle Ages/Medieval: Medieval Love Literature	20	I
FR204	16th & 19th Centuries: The poet's art: French poetry and prose poetry of the sixteenth and nineteenth centuries	20	I
FR205	17th & 18th Centuries: The Ingénue's Progress: L'Ecole des Femmes, La Princesse de Clèves, Les Liaisons Dangereuses	20	I
FR207	18th & 19th Centuries: France in the Age of Revolutions, 1750-1870	20	I
FR209	19th & 20th Centuries: Five Wars and Three Republics: France 1870-1962	20	I
FR211	20th Century: Introduction to the Francophone Literature of the Maghreb	20	I
FR213	20th Century: Le quatrième pouvoir : la presse et les médias en France	20	I

Level H

In History (80 credits)

Compulsory modules

All students take the Dissertation in History module (HS3HLD) 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. **Note:** the following modules are subject to the availability of academic staff in any one year. Students should consult the relevant Departmental handbook for up-to-date information

Level H

Credits Level

HS3HLD	Dissertation	40	H
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Topics

HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3T06	Hundred Years War	20	H
HS3T08	The Reformation in Europe	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 Society, c.1815-1945	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	Green and Pleasant Land: The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T19	Women in Britain, 1919-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and Resistance	20	H

HS3T21	The Nuremberg Trial and the Third Reich	20	H
HS3T22	Hidden History: The Intelligence Service and British Politics, 1911-1985	20	H
HS3T23	Popular Protest and Political Change in America, 1930-1980	20	H
HS3R25	Medieval Magic and the Origins of the 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
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
HS3T37	The American Revolution	20	I
HS3T38	Culture, Print and Literacy in Early Modern Britain	20	I
HS3T39	Witches, Heretics & Social Outcasts: Europe and its Outsiders c.1250-1550	20	I
HS3T40	Representing the Holocaust	20	I
HS3T42	Science and Society in Victorian 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
CL3RM	Renaissance Medicine	20	H
AR3S2	Environment and Landscape in Historic Periods	20	H
AR3TI	Burial Archaeology	20	H
AR3T3	Museum Studies	20	H
AR3MI	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

Special Subject (A & B):

A and B papers are co-requisites in all cases

HS3S0	The English Peasantry, 1350-1450, A	20	H
HSES54	The English Peasantry, 1350-1450, B	20	H
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HS3S55	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
HS3S11	Religious Life in Nineteenth Century France, 1789-1914, A	20	H
HS3S61	Religious Life in Nineteenth Century 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
HS2S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 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
HS3S21	Interregnum in Britain & Ireland, 1640-1660, A	20	H
HS3S71	Interregnum in Britain & Ireland, 1640-1660, B	20	H
HS3S22	Victorian Lives, A	20	H
HS3S72	Victorian Lives, B	20	H
HS3S23	Cults & Miracles: the Powers of Sanctity, 1066-1215, A	20	H
HS3S73	Cults & Miracles: the Powers of Sanctity, 1066-1215, B	20	H
HS3S24	De Gaulle's France, 1890-1970, A	20	H
HS3S74	De Gaulle's France, 1890-1970, B	20	H

In French (40 credits)

Compulsory module

FR303A	Advanced Language Skills	20	H
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Optional module

Students must take one 20-credit module from the list below. **Note:** the following modules are subject to the availability of academic staff in any one year. Students should consult the relevant Departmental handbook for up-to-date information.

FR3MAN	French for Managers	20	H
FR3VER	Version	20	H
FR304	Provençal	20	H
FR305	The Legend of Tristan and Iseut	20	H
FR306	Warriors and Heroes : the Medieval French Epic	20	H
FR307	Between Rome and France: exile and displacement in French Renaissance poetry and prose	20	H
FR308	Seventeenth-century French tragedy	20	H
FR313	French-Canadian Novel	20	H

FR314	The Algerian Novel of French Expression	20	H
FR315	French Cinema	20	H
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H
FR320	French-Canadian Cinema	20	H
FR321	France and Europe since 1945	20	H
FR322	Les droits de l'homme en question	20	H
FR323	Translation into French	20	H
FR326	Creative Writing in French	20	H

Progression requirements

The structure of part-time degrees is that students first of all take the degree subject(s) they want to study at Certificate level. The subject(s) form Part 1 of the programme. Part 1 must contain at least 80 credits, so that, if the modules for a student's chosen subject (s) add up to less than 80 credits, an additional module or two will need to be taken to achieve that total.

There is a Part 1 Examination in May or June, which students have to pass in order to go on to their degree choice at Intermediate and Honours levels.

To proceed from Part 1 students must have passed modules totalling at least 80 credits at Certificate level and must also have passed those modules required for progression to their chosen degree, with a minimum mark of 40%. To pass the Part 1 Examination a student must have a minimum average of 40% in at least 80 credits and not less than 30% in any individual module. Students who do not qualify to proceed from Part 1 at the first attempt may re-sit the required modules in a re-examination held in September.

Students must complete at least 80 credits at I level before they can proceed to any module at level H.

Re-examinations for C, I and H level modules are held annually in September.

Students who do not qualify for a degree will be entitled to the following qualification provided they have obtained the minimum number of credits indicated:

Certificate of Higher Education	100 credits at levels C and 20 credits at any level.
Diploma of Higher Education	240 credits, with at least 100 credits at I level or above.

The specific progression requirements for this programme are as follows:

To proceed from Part 1 students must have obtained a mark of at least 40% in one of their compulsory History modules and the compulsory French language module, and must have achieved an average of 40% in the Part 1 examination as a whole.

To proceed from Level I to Level H students must have obtained a mark of at least 40% in the compulsory module *French Language 2* (FR201), and must have achieved an overall average of 40%.

In both cases students should achieve not less than 30% in any optional module, except that marks of less than 30% in a total of 20 credits may be condoned

Summary of teaching and assessment

In History, at Part 1, teaching is by lectures and seminars. At I and H levels, it is principally by seminars. The H-level Dissertation is supervised in a series of tutorials with an individual supervisor. Part 1 modules are assessed by examinations while modules in at I and H level are assessed by a mixture of coursework and timed examination. The I-level 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 Part 1, FR103 is taught by lecture to the entire year group accompanied by small-group teaching in seminars. FR104 is taught by lecture with integrated group and pair work. The structure of the content modules in Parts 2 and 3 allows for classes normally of no more than 12 students. These classes will normally be conducted through a combination of lecture and seminar discussions. All language teaching is based on work in groups of no more than 15 students except for the grammar component of FR201 which is taught by a mix of lecture to the entire year group and supplementary internet material for student self-access.

Part 1, and modules at levels I and H are assessed by coursework and/or formal examination.

The conventions for assessment and classification are included in the Programme Handbook, but it should be noted that Level I modules will count for 33% of the final assessment, and Level H modules will count for 67% of the final assessment.

It is highly recommended that part-time students spend time in a French-speaking country over the duration of their degree. Any period of residence is not, however, assessed.

The University's honours classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70% - 100%	First Class
60% - 69%	Upper Second Class
50% - 59%	Lower Second Class
40% - 49%	Third Class
35% - 39%	Below Honours Standard
0% - 34%	Fail

Admission requirements

UCAS Tariff: Either, 280 points from 3 A2, or 300 points from 3 A2 plus one AS level (History not required). Candidates must normally have either 80 points (Grade C) from GCE 'A' level French to take FR101 (Advanced French Language) in Part 1, or 50 points at 'A/S' French or an A at GCSE French to take FR102 (Intermediate French Language) in Part 1. Equivalent international qualifications will be accepted.

International Baccalaureat: 31 points preferably with History Grade 5 or 6; or,

Advanced GNVQ: 2 units at Distinction and Grade C or higher at A level or 18 units at Distinction; or,

Scottish Highers: 4 Bs or equivalent thereof.

All applicants are considered on their individual merits and the Department may vary these requirements if it sees fit.

Mature applicants. Applications from mature candidates are welcomed. While such candidates will normally be expected to have either 80 points (Grade C) from GCE 'A' level French to take

FR101 (Advanced French Language) in Part 1, or 50 points at 'A/S' French or an A at GCSE French to take FR102 (Intermediate French Language) in Part 1, consideration is also given to other qualifications and experience. 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. International candidates are advised to contact either the EU or the international admissions tutor first, to discuss the suitability of their qualifications.

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

Fax – 0118 931 6440

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.

Handbooks are provided to students in the first year. They are also available on the internet:

<http://www.rdg.ac.uk/french/courses/undergrad.htm> and

<http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm>. The Department of French Studies has a departmental library containing a wide range of essential and secondary texts, and videos of French films and documentaries. The departmental newspaper room contains daily newspapers and weekly or monthly magazines. There is also a satellite TV enabling students to watch French programmes. The Department has a comprehensive website containing information and learning material. The website is regularly updated. The grammar course at Part 2 has all the Powerpoint information and supplementary grammar exercises available online in pdf format. French Career Management Skills at Part 2 has its own Blackboard site, containing computer-assessed and other learning activities. 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 French television by satellite. The University Library is particularly well stocked with works relating to many different aspects of European History and French 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 History, 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 French coordinate the programme.

Career prospects

Graduates in History with French 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. Jobs include accountancy, banking and commerce, law, publishing, museum work, teaching and social work. There are opportunities to enter the business world through management training schemes operated by national companies in retailing, marketing, sales, computing and, alternatively, to work for the public sector, in the civil service or local government. The degree will also equip graduates to go on to postgraduate study in either History or German, both at MA and PhD level.

Opportunities for study abroad

Students 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. Students are encouraged to spend time in France or a French-speaking country over the duration of their part-time degree.

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 French 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 French. 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

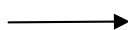
By the end of the programme, students are expected to be able to

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 French within an educated environment and to communicate orally with fluency and accuracy;
4. write accurately in French with an appropriate understanding of the implications of register and style.

Knowledge and Understanding

A. Knowledge and Understanding of:

1. Key approaches and methods of historical and political and/or literary and cultural analysis;
2. The broad sweep of post-classical history and its principal divisions;
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;
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;
7. The French language;
8. French and francophone history, politics and/or literature and culture.



Teaching/learning methods and strategies

1. Acquisition of aspects 1 – 8 is by lecture, workshop, seminar, tutorial and/or interrupted lecture. Students are expected to undertake independent reading and research from sources indicated in module bibliographies (library, internet), in order to gain fuller understanding of the topic and its context.
2. At 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.
3. 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.
4. Development of the skills of reading, writing, listening and speaking French is by small-group learning and regular non-assessed coursework. The acquisition of French grammar is by Powerpoint lectures in at Part 1, supplemented by access on the internet to the lectures and other self-access material. In Part 2, grammar is learnt in small groups with regular non-assessed coursework.

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
6. Demonstrate and exercise independence of thought and sensitivity to cultural difference



Teaching/learning methods and strategies

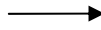
Intellectual skills are developed through the teaching and learning programme outlined above. Each module involves discussion of the key issues, practise in applying key concepts both orally and in writing, analysis and interpretation of material and, where appropriate, individual feedback sessions on work produced. Through specific focus on topics, issues and texts in seminars, workshops and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. The Dissertation requires students to engage creatively and critically with primary sources and/or historical interpretative works.

Assessment

The variety of assessment methods employed places great emphasis on the learner's ability to demonstrate skills through the production of coherent written and oral responses to the tasks set. Throughout the programme skills are assessed through a combination of coursework essays and examinations and all of the skills are relevant to the production of the dissertation.

C. Practical skills – able to:

1. speak, write, read and understand French at high or a near-native level of proficiency;
2. develop and carry out individual research programmes and strategies;
3. apply key methods and concepts of linguistic and literary and/or historical analysis;
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 through the retrieval and selection of information from a variety of sources.

**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. Comprehensive 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 French.

Assessment

Skills 1 and 4 assessed by orals and unseen written examinations. There is regular unassessed coursework. Skills 2-4 are assessed through a pattern of coursework essays, portfolios of skills, and examinations. Skill 5 is developed throughout the programme but is particularly relevant to the dissertation.

D. Transferable skills – able to:

1. structure ideas and communicate them effectively orally and in writing;
2. manage time and work to deadlines;
3. participate effectively in groups;
4. work independently;
5. find information and use information technology;
6. be responsible and self-reliant;
7. assess the relevance and importance of the ideas of others;
8. Show sensitivity to cultural differences;
9. Make informed career plans.

Teaching/learning methods and strategies

All modules require regular written and oral work, enabling the student to develop understanding and the need for effective and coherent expression (1). Skills 2 and 6 are developed through the management of different deadlines for different modules within the programme and is a focus of initial one-to-one session under the PARS student development scheme. Skills 3 to 7 are developed from the outset in seminars or interrupted lecture. Skill 8 is at the heart of the French Studies part of the course. IT skills are encouraged and developed by being an integral part of much teaching from year 1 onwards. 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. Written skills are examined at every stage both under timed conditions and in course work. Oral skills are examined the viva voce association with the Dissertation. Clearly notified penalties are imposed on students not adhering to deadlines or who plagiarise. Students are encouraged to use technology-enhanced language learning, but this skill is not formally assessed.

***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.**