

**BA History and European Literature and Culture
For students entering Part 1 in 2006**

UCAS code: VR19

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
Date of specification: October 2006
Programme Director: Mr Roy Wolfe
Programme Adviser: Dr Tony Simons
Board of Studies: History
Accreditation: Not appropriate

The University of Reading
The University of Reading
History, Area Studies
Programme length: 3 years

Summary of programme aims

This is a multi-disciplinary programme which aims to provide students with subject-specific knowledge, including knowledge of a variety of different kinds of literary, cultural and historical texts from a range of periods, together with perspectives on different methods of critical and interpretative analysis, and a knowledge of core developments in History and European Literature and Culture. More generally, the course also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both disciplines. The European Literature and Culture part of the programme aims to provide undergraduate students with subject-specific knowledge and related skills. In particular, it aims to:

- give the student an introduction to the intellectual and historical context within which the works were produced,
- develop the student's understanding of the interrelationship between the works studied and the context within which they were produced;
- develop the student's understanding of the comparative importance of national and European creative developments;
- enable the student to contextualise, to think conceptually about European creative production, and to develop an intercultural awareness.

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 literacy and communication and the ability to apply these in appropriate contexts, the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives, the ability to present sustained and persuasive written and oral arguments cogently and coherently, career management, a broad awareness of cultural difference in a European dimension, 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. On completion of the programme for European Literature and Culture, students are expected to have developed a range of transferable skills including: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, and use basic word-processing and IT skills; the ability to work co-operatively with others.

Programme content

Each Part of the degree programme comprises 120 credits. In Part 1 students are required to take a minimum of 40 credits in the School of History and 20 credits (the compulsory module) in European

Literature and Culture. Part 1 introduces students to the discipline of History through study of historical causation, contextualisation and the utilisation of both primary and secondary sources. In European Literature and Culture, students are introduced to fundamental debates about the study of literature through close analysis of selected texts from different periods and from different European countries. In Parts 2 and 3, students must normally take 60 credits in both History and European Literature and Culture in each Part. . Students are encouraged to include a module in a European language in Parts 2 and 3, either with IWLP or in the School of Modern Languages. However, in consultation with their programme adviser, they may choose to take up to 20 credits each year from modules elsewhere in the University. In Part 2 students are required to engage with a broad span of historical and literary topics which develop both their range of knowledge and their analytical/critical skills. Part 3 involves the study in depth of Topics or a Special Subject which require that students apply their analytical skills in focused areas and undertake independent research, especially in the Dissertation.

Since students will have the possibility of selecting specialised option modules, where these are modules on the Modern Languages undergraduate degree programmes, the School of Modern Languages has agreed a strategy of differentiated text and/or seminar work where appropriate. The programme which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the optional part). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits in each module is shown in the column after its title, and the credit requirements in History and in European Literature and Culture are indicated for each Part.

Part 1 (three terms) Certificate level *Credits* *Level*

In History (40 credits minimum)

Compulsory modules

HS1APH	<i>Approaches to History</i>	20	C
HS1LMH	<i>Landmarks in History</i>	20	C

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

HS1DSH	<i>Directed Study in History</i>	20	C
--------	----------------------------------	----	---

In European Literature and Culture (20 credits) *Credits* *Level*

Compulsory module

ML101	<i>Twentieth-century European Fiction in translation</i>	20	C
-------	--	----	---

Students are also encouraged to take 20 credits at C level in a European language either with IWLP or in the School of Modern Languages.

Part 2 (three terms) Intermediate Level

Students must take 60 credits in History and 60 credits in European Literature and Culture. Of the 120 credits in Part 2, 5 are taken up by Career Management Skills and will be delivered by the Department of History.

In History (60 credits)

Compulsory modules

Two modules from different Periods with their corequisite skills modules, totalling 60 credits in all, must be taken from the following:

Periods and Skill in Medieval History

HS2PO1	<i>Byzantine Empire 324-1453</i>	20	I
HS2K01	<i>Skills in Byzantine Empire 324-143</i>	10	I
HS2P02	<i>Britain and Europe, c.550-c.750</i>	20	I
HS2K02	<i>Skills in Britain and Europe, c.550-750</i>	10	I
HS2P03	<i>The Medieval West 1050-1200</i>	20	I
HS2K03	<i>Skills in The Medieval West 1050-1200</i>	10	I
HS2P04	<i>England 1272-1485</i>	20	I
HS2K04	<i>Skills in England 1272-1485</i>	10	I
HS2P05	<i>Women in the Medieval and Renaissance Worlds</i>	20	I
HS2K05	<i>Skills in Women in Medieval & Renaissance Worlds</i>	10	I

Period and Skills in Early Modern History:

HS2P31	<i>Europe 1450-1600: Government, Culture and Society</i>	20	I
HS2K31	<i>Skills in Europe 1450-1600</i>	10	I
HS2P32	<i>Britain in Europe, 1500-1707</i>	20	I
HS2K32	<i>Skills in Britain in Europe, 1500-1707</i>	10	I
HS2P33	<i>First Industrial Nation: Industrial Growth in Britain</i>	20	I
HS2K33	<i>Skills in First Industrial Nation</i>	10	I
HS3P34	<i>Change and Stability in Europe of the Old Regime</i>	20	I
HS2K34	<i>Skills in Change and Stability in Europe</i>	10	I
HS2P35	<i>British History 1640-c.1800</i>	20	I
HS2K35	<i>Skills in British History 1640-c.1800</i>	10	I
HS2P36	<i>The Making of Early Modern Britain, 1450-1640</i>	20	I
HS2K36	<i>Skills in The Making of Early Modern Britain, 1450-1640</i>	10	I

Periods and Skills in Modern History:

HS2P61	<i>Central Europe, 1740-1919</i>	20	I
HS2K61	<i>Skills in Central Europe, 1740-1919</i>	10	I
HS2P62	<i>Union and Disunion: The United States</i>	20	I
HS2K62	<i>Skills in Union and Disunion: The United States</i>	10	I
HS2P63	<i>Themes in the Social History of Europe 1789-1914</i>	20	I
HS2K63	<i>Skills in Themes in the Social History of Europe</i>	10	I
HS2P64	<i>Questions of Labour History, 1800-1939</i>	20	I
HS2K64	<i>Skills in Questions of Labour History, 1800-1939</i>	10	I
HS2P65	<i>Region, Nation and Global Power. The US 1865</i>	20	I
HS2K65	<i>Skills in Region, Nation and Global Power. U S</i>	10	I
HS2P66	<i>Imperial Britain, 1815-1982</i>	20	I
HS2K66	<i>Skills in Imperial Britain, 1815-1982</i>	10	I
HS2P67	<i>A People and a Nation: A Social History of the US</i>	20	I
HS2K67	<i>Skills in A People and a Nation: A Social History</i>	10	I
HS2P68	<i>Europe since 1870: The Fortunes of the Nation State</i>	20	I
HS2K68	<i>Skills in Europe since 1870: Fortunes of the Nation State</i>	10	I
HS2P69	<i>Modern British History: The Changing Role of the State</i>	20	I
HS2K69	<i>Skills in Modern British History: The Changing Role</i>	10	I
HS2P70	<i>American State & Society & the Wider World, 1890</i>	20	I
HS2K70	<i>Skills in American State and Society</i>	10	I
HS2P71	<i>Women in Society: a comparison of Britain and America from 1850</i>	20	I
HS2K71	<i>Skills in Women in Society: a comparison of Britain and America from 1850</i>	10	I
HS2P72	<i>The Development of Modern Britain: Town and Country since 1800</i>	20	I
HS2K72	<i>Skills in The Development of Modern Britain: Town and Country Since 1800</i>	10	I
HS2P73	<i>The Poor and the Masses in Britain and France, 1789-1914</i>	20	I
HS2K73	<i>Skills in The Poor and the Masses in Britain and France, 1789-1914</i>	10	I

In European Literature and Culture (60 credits)

Students must choose the compulsory module and **TWO** optional modules. Students may choose to replace one 20-credit optional Intermediate level module with a 20-credit European language module from the IWLP programme.

Compulsory module:

ML201	<i>C19th European Romanticism</i>	20	I
-------	-----------------------------------	----	---

Optional modules

Students will choose optional modules from the IWLP and from an approved list of those modules on offer annually to Modern Languages students in the Departments of French, German and Italian for which there are special arrangements for students of European Literature and Culture to study the material in translation.

Part 3 (three terms) Honours level

In History (60 credits)

In addition to the compulsory dissertation module, students choose either two optional 20 credit Topic modules or a Special Subject consisting of two corequisite modules of 20 credits each, totalling 40 credits in all. (NB. Not all these options will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.)

		Credits	Level
HS3HSD	<i>Dissertation</i>	20	H
	<i>TOPICS</i>		
HS3T01	<i>The Vikings</i>		H
HS3T02	<i>The Golden Age of Anglo-Saxon England</i>	20	H
HS3TO3	<i>Art & Society in France & Italy in High Middle Ages</i>	20	H
HS3T04	<i>German Imperial Age</i>	20	H
HS3T05	<i>The Medieval Town</i>	20	H
HS3T06	<i>Hundred Years War 20 H</i>	20	H
HS3T07	<i>The Church in England in the Middle Ages</i>	20	H
HS3T08	<i>The Reformation in Europe</i>	20	H
HS3T09	<i>The Republic of Venice from Peace of Lodi</i>	20	H
HS3T10	<i>London, 1500-1700</i>	20	H
HS3T11	<i>Culture and Politics in the Age of Walpole</i>	20	H
HS3T12	<i>English Rural Society, 1793-1914</i>	20	H
HS3T13	<i>The French Revolution</i>	20	H
HS3T14	<i>'Integrating America?': Immigrants in American Soc.</i>	20	H
HS3T15	<i>Britain and the American Colonies, 1607-1763</i>	20	H
HS3T16	<i>Green and Pleasant Land: The English Countryside</i>	20	H
HS3T17	<i>Ideas and Society in Europe 1870-1945</i>	20	H
HS3T18	<i>The 'New South': 1895-1940</i>	20	H
HS3T19	<i>Women in Britain, 1919-1939</i>	20	H
HS3T20	<i>Vichy France: Occupation, Collaboration and...</i>	20	H
HS3T21	<i>The Nuremberg Trial and the Third Reich</i>	20	H
HS3T22	<i>Hidden History: The Intelligence Service</i>	20	H
HS3T23	<i>Popular Protest and Political Change in America</i>	20	H
HS3T24	<i>Modern American Utopias</i>	20	H
HS3T25	<i>Medieval Magic & Origins of Witch-craze</i>	20	H
HS3T26	<i>The English Nobility, 1500-1642</i>	20	H
HS3T27	<i>Women & Politics in England 1485-1660</i>	20	H
HS3T28	<i>De Gaulle's France, 1890-1970</i>	20	H
HS3T29	<i>Labouring Women in the English Countryside, 1800-1870</i>	20	H
HS3T30	<i>Ireland and the English in the Middle Ages</i>	20	H
HS3T31	<i>From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945</i>	20	H
HS3T33	<i>The Weaker Sex? Women in Britain, 1850-1914</i>	20	H
HS3T34	<i>An Historical Approach to British Rural Sociology</i>	20	H
HS3T35	<i>Religion, Society and Politics in France, 1789-1914</i>	20	H
TY2BH	<i>Book History: from clay tablets to computer screens</i>	20	I
CL3RM	<i>Renaissance Medicine</i>	20	H

Special Subjects

A and B papers are co-requisites in all cases

Special Subjects (A & B)

HS3S01	<i>Gregory of Tours and his World, A</i>	20	H
HS3S51	<i>Gregory of Tours and his World, B</i>	20	H
HS3S02	<i>The Crusader States in the Twelfth Century, A</i>	20	H
HS3S52	<i>The Crusader States in the Twelfth Century, B</i>	20	H
HS3S03	<i>The Reign of Richard II</i>	20	H
HSES53	<i>The Reign of Richard II, A & B</i>	20	H

HS3S04	<i>The English Peasantry, 1350-1450, A</i>	20	H
HS3S54	<i>The English Peasantry, 1350-1450, B</i>	20	H
HS3S05	<i>Rituals, Myths and Magic in Early Modern Europe, A</i>	20	H
HSES55	<i>Rituals, Myths and Magic in Early Modern Europe, B</i>	20	H
HS3S06	<i>Elizabeth's War with Spain, 1585-1604, A</i>	20	H
HS3S56	<i>Elizabeth's War with Spain, 1585-1604, B</i>	20	H
HS3S07	<i>Agriculture and Society in Early Modern England, A</i>	20	H
HS3S57	<i>Agriculture and Society in Early Modern England, B</i>	20	H
HS3S08	<i>1688: Monarchy and Revolution in Britain, A</i>	20	H
HS3S58	<i>1688: Monarchy and Revolution in Britain, B</i>	20	H
HS3S09	<i>The American Revolution, A</i>	20	H
HS3S59	<i>The American Revolution, B</i>	20	H
HS3S10	<i>The Unification of Italy, A</i>	20	H
HS3S60	<i>The Unification of Italy, B</i>	20	H
HS3S11	<i>Priests, Prelates and People: Religious Life in Nineteenth Century France, A</i>	20	H
HS3S61	<i>Priests, Prelates and People: Religious Life in Nineteenth Century France, B</i>	20	H
HS3S12	<i>Intellectual and Cultural Revolution in Europe, 1880-1930, A</i>	20	H
HS3S62	<i>Intellectual and Cultural Revolution in Europe, 1880-1930, B</i>	20	H
HS3S13	<i>Slavery and Slave Culture in the Antebellum USA, A</i>	20	H
HS3S63	<i>Slavery and Slave Culture in the Antebellum USA, B</i>	20	H
HS2S14	<i>Britain at War, 1939-1945, A</i>	20	H
HS3S64	<i>Britain at War, 1939-1945, B</i>	20	H
HS3S15	<i>End of Empire: A Comparative Study of British Colonization, 1945-64, A</i>	20	H
HS3S65	<i>End of Empire: A Comparative Study of British Colonization, 1945-64, B</i>	20	H

In European Literature and Culture (60 credits)

Students may choose:

EITHER: **ONE** compulsory module and **TWO** optional modules. Students may choose to replace one of their 20-credit optional modules with a 20-credit European language module from the IWLP programme

OR: **BOTH** compulsory modules and **ONE** optional module. Students may choose to replace their 20-credit optional module with a 20-credit module from the IWLP programme

Compulsory modules

ML301	<i>Twentieth-Century European Theatre</i>	20	H
ML302	<i>Realism in 19th-Century European Fiction</i>	20	H

Optional modules

Students will choose optional modules from the IWLP and an approved list of those modules on offer annually to Modern Languages students in the Departments of French, German and Italian for which there are special arrangements for students of European Literature and Culture to study the material in translation.

Progression requirements

To proceed from Part 1 to Part 2, a Joint Honours student must (i) obtain an average of 40% across all Part 1 modules; (ii) achieve a minimum of 40% in 20 credits of History and 40 credits of European Literature and Culture; and (iii) have no mark less than 30% in any module, except that marks of less than 30% in a total of 20 credits may be considered, provided the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without cause. To proceed from Part 2 to Part 3, students must achieve not less than 30% in any module, and achieve an overall average of at least 40%.

Summary of teaching and assessment

Over the programme as a whole, teaching is through a combination of lectures, seminar discussion and essay tutorials. The Dissertation module is supported by workshops and individual supervision. Assessment is conducted through a mixture of assessed coursework and formal examination.

Conventions for degree classification are included in the Programme Handbook, but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%..

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

Entrants to the Joint Degree programme are normally required to have obtained:

A levels 280 points in 3 A2s. An A2 in History is not required.

AS 2 good AS grades are accepted as 1 supporting A2. History is not specifically required.

Scottish Highers ABBBB or above

Irish Highers at least ABBBB

International Baccalaureate 31 points

GCSE/O English Language preferred: grade C or above.

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

Mature applicants. Applications from mature candidates are welcomed. In other respects generous concessions may be made to reflect the value of other qualifications and experience. 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 A2 subjects, 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

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 Learning Resource Centre with some 200 workstations. 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.

In the School of History, students are provided with handbooks which outline the programme, provide guidance on study skills, and contain information on staff, facilities and sources of specialised help within the University. They are also available on the internet at <http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm>. Additional support is given through orientation sessions on module choices and the Dissertation. Advice is also given by the Programme Director. There is 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. There is also a School Library which provides quiet study space, a photocopier and networked computers.

Students in the School of Modern Languages receive Handbooks which give details of the programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Skills Advisor and the Counselling Service. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the personal tutor system and PAR. A video-viewing suite is available within the Faculty. The Library is well-stocked with printed materials as well as electronic databases, such as the OED, the MLA Bibliography, and the DNB on CD ROM, and such on-line resources as JSTOR, and First Search. Specialist subject librarians are available to give students advice and guidance to library resources.

Career prospects

History and School of Modern Languages graduates are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. Past graduates have used their degree as a springboard for various areas of employment such as accountancy, banking and commerce, law, publishing, journalism, the media, public relations, information science, museum work, teaching and social work. Many also enter the business world through management training schemes operated by national companies in retailing, marketing, sales, computing, while others go into the civil service and local government. Graduates go on to postgraduate study in both at MA and PhD level, at Reading and elsewhere.

Opportunities for study abroad or for placements

Students may, subject to their having undertaken the appropriate level of language study or having already the appropriate level of language, opt for a four-year degree programme which involves spending the third year abroad, at one of the European universities with which Reading has a Socrates exchange agreement. They would actively participate in courses abroad, experience the teaching and learning processes of another institution, learn or improve their knowledge of a European language, and enhance their curriculum vitae. Students opting for the 4-year degree must take 120 credits in their Year Abroad. Of this total, 40 credits of History studies (two courses undertaken at the host institution) and 40 credits of European literature and culture will count towards final degree classification; the remaining 40 credits are assigned for the experience and satisfactory completion of the year abroad, and are assessed on a Pass/Fail basis.

There may also be opportunities to spend one term in the United States via the American Studies exchange programme.

Educational aims of the programme

The programme aims to develop students' knowledge and understanding of a wide variety of literary texts, and to promote an informed and self-reflective awareness of procedures of critical analysis.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Literary and other cultural texts in European Literature from selected periods between the Middle Ages and the present day
2. A range of kinds of texts including fiction, poetry and drama
3. Methods of critical textual analysis
4. Ways in which social, cultural and historical issues relate to texts
5. A range of approaches in European Literature studies
6. Selected special fields of European Literature
7. The broad sweep of post-classical history and its principal divisions
8. A range of eras and cultures and more focused historical themes and issues
9. The contextualisation of forces, events, and individual experiences in the historical process
10. The nature and variety of historical sources as defined by period and culture
11. The nature of debate and dispute in historical writing

Teaching/learning methods and strategies

Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Certificate Level modules in European Literature offer a broad introduction to 1, 2, 3, 4 and 5, while in History they introduce students to 7, 10 and 11 in particular. At Inter-mediate Level the understanding and skills acquired at Certificate Level are developed in European Literature with particular emphasis on 1, 2, 3 and 4, and in History with emphasis on 7, 8, 9 and 11 through seminars, lectures and individual feedback. Honours Level modules introduce more specialized study, particularly in relation to 3, 5 and 6,8, 10 and 11 through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.

Assessment

At Certificate and Intermediate Levels, knowledge and understanding of 1 – 11 are tested through a combination of essays and unseen written examinations. At Honours Level, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.

Skills and other attributes

B. Intellectual skills – able to:

1. Capacity for independent analysis and research
2. Identification of problems and issues
3. The ability to read closely and critically
4. An ability to reflect on one's own positions
5. Accumulate and apply information in a systematic manner

Teaching/learning methods and strategies

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1-5) and essay feedback through tutorials (2, 3 and 4).

Assessment

1 – 3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the dissertation. 1- 5 are assessed formatively through seminar discussion and essay feedback and tutorials

C. Practical skills – able to:

1. develop and carry out individual research programmes and strategies
2. criticize and formulate interpretations of texts
3. engage in critical argument using relevant theoretical approaches
4. undertake bibliographical and research skills
5. demonstrate a knowledge of appropriate conventions in the presentation of written work
6. demonstrate an awareness of the rhetorical resources of the language
7. relate the study of European literature to cultural and social issues
8. locate and synthesise large quantities of historical material
9. use IT to access sources and information

Teaching/learning methods and strategies

1 – 5 are developed in seminars ,essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision. 3 and 6 are particular to European Literature. 8 is particular to History. 9 is common to both subjects

Assessment

All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.

D. Transferable skills – able to:

1. Fluency in written and oral communication
2. The ability to formulate and present arguments
3. Assessing the merits of competing approaches
4. The ability to translate subject-specific knowledge and skills into other environments
5. The ability to find and use relevant information resources
6. Time–management skills
7. A creative approach to problem-solving
8. Group and interpersonal skills
9. An ability to self-evaluate and self-reflect
10. Use of information technology, especially word-processing

Teaching/learning methods and strategies

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and unseen examinations (1 – 9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).

Assessment

1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials.

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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.