BA Typography and History
For students entering Part 1 in 2007

UCAS code: WV21, EV21

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Art & design, History
Faculty of Arts and Humanities	Programme length: 3 years

Date of specification: July 2007
Programme Director: Dr Mary Dyson
Programme Adviser: Dr Mary Dyson, Dr Anne Lawrence
Board of Studies: Typography, History
Accreditation: Not appropriate

Summary of programme aims

The Typography element aims to provide a grounding in the practice of the subject, informed by theory and history. It provides a supporting learning environment in which students develop a range of intellectual, visual, technical and social skills.

The History element of the syllabus aims to familiarise students with an extremely broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. It also enables students to pursue their own interests through independent study and a substantial dissertation. Using a variety of approaches to the study of history, students will develop the ability to analyse change over time, to understand the nature of causal relationships, and to handle comparative, cross-cultural and abstract concepts. Additionally, students will refine the following subject-based skills: the collection and synthesis of large quantities of information; the critical evaluation of primary and secondary sources; the making of effective and substantial judgements, and engagement in debate on historical issues.

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 problem-solving, information handling, communication (both written and oral), numeracy, team working, use of information technology and career management.

In Typography, the practical modules of the programme contribute to the development of key skills. By the end of the programme, students are expected to have developed the skills of problem solving; effective communication in speech and writing; undertaking self-directed and independent work; understanding of the role of technology in the workplace.

History is a discipline that 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, students utilise powerful tools of research, analysis, and presentation associated with information technology through the location and retrieval of bibliographic and source material, the production and presentation of written work and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

Programme content

The following profile lists the compulsory and optional modules. Students must choose modules to make 120 credits in each Part in consultation with an adviser. In Part 1, up to 40 credits can be

taken in modules available elsewhere in the University, described in the Faculty Part 1 handbook. In Part 2 students must normally take 60 credits in both subjects, and in Part 3 students take 40 credits in each subject plus a dissertation, in one subject or the other, of 40 credits.

In Typography, Part 1 introduces the history, theory and practice of typography and graphic communication, with the option of an introduction to relevant digital technology and structured and analytical approaches to design. In Part 2, compulsory modules in theory and history may be combined with the development of skills in typographic detailing. In Part 3, some specialisation is developed through a choice of options which may be theoretical, historical or practical and the opportunity to research a dissertation topic.

In History, Part 1 provides a general introduction to the discipline and methodology of history through the Approaches module, and to periodisation and causation in history through the Landmarks module. In Part 2 History provides the opportunity to study different Periods in more depth and to engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop. In Part 3, there is an increasing specialisation and students approach topics in greater depth through the provision of optional units and the opportunity to research a dissertation topic.

Part 1 (three terms)   *Credits*   *Level*
Compulsory modules in Typography(40 credits)
    TY1HG   *Introduction to the history of graphic communication*   20   C
    TY1PT1   *Introduction to typographic theory and practice*   20   C

Optional module in Typography (20 credits)
    TY1DDM   *Introduction to digital design methods*   20   C

Compulsory modules in History (40 credits)
    HS1APH   *Approaches to History*   20   C
    HS1LMH   *Landmarks in History*   20   C

Optional module in History (20 credits) which may be taken only if the compulsory modules are also studied
    HS1DSH   *Directed Study in History*   20   C

Part 2 (three terms)   *Credits*   *Level*
Compulsory modules in Typography (40 credits)
    TY2GC   *History of graphic communication*   20   I
    TY2TT   *Theory of typographic and graphic language*   20   I

Optional module in Typography (20 credits)
    TY2TD   *Typographic detailing*   20   I
This module may be replaced by 20 credits taken from elsewhere in the University.

Compulsory modules in History (60 credits)
A list of modules will be available from the History Department Office. Admission to these modules will be at the discretion of the Programme Adviser. Two modules from different Periods and their co-requisite skills modules (60 credits) must be taken.

Career Management Skills contributes 5 credits' worth of marks to the average for Part 2.

Part 3 (three terms)
Optional modules in Typography (40 credits)
A complete list of options is available from the Director of Teaching and Learning. Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Director of Teaching and Learning.
One or two 10-credit modules may be replaced by up to 20 credits taken from elsewhere in the University.

Compulsory modules in History (40 credits)
A list of modules will be available from the History Department Office. Admission to these modules will be at the discretion of the Programme Adviser.
Students choose either two 20 credit Topic modules to make a total of 40 credits or a Special Subject consisting of two co-requisite modules of 20 credits each which total 40 credits.

Compulsory module: (40 credits)
A dissertation of 40 credits which students choose to take in either Typography or History.

TY3DJ	*Dissertation in Typography*	40	H
	OR		
HS3HLD	*Dissertation in History*	40	H

Progression requirements

(a) To proceed from Part 1 to Part 2 students should achieve an overall average of 40% in 120 credits taken in the examination; obtain at least 40% in each of the two compulsory Typography modules; obtain 40% in each of the two compulsory modules in History.
(b) To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination and have obtained an average mark of at least 40% in the two compulsory Typography modules.
(c) In both cases they should achieve a mark of at least 30% in individual modules amounting to not less than 100 credits.

Summary of teaching and assessment
In Typography there are formal lectures, seminars and practical work in studios and workshops. Modules are assessed by a mixture of essays, reports, seminar presentations, formal examinations and projects. The dissertation involves preparatory skills workshops and individual tutorials with supervisors.

In History teaching is by lectures and seminars at Part 1. For those taking the Directed Study in History, individual supervision is provided. Assessment is by a mixture of coursework and timed examination. At Part 2 and Part 3 teaching is by seminar. Assessment is by a mixture of coursework, portfolios of work, and timed examination. The dissertation is supervised in a series of tutorials with an individual supervisor and is assessed as coursework and through oral presentation.

The conventions for 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%.

Admission requirements
All applicants are considered on their individual merits and these requirements may be varied in some circumstances. Entrants to this programme are normally required to have obtained grade C or better in English in GCSE and achieved at the UCAS tariff either 300 points (from 3 ALs) or

320 points (from 3 AL/A2s and 1 AS). Points totals must include grade B at AL/A2 History. Equivalent qualifications may include International Baccalaureate (32 points, with grade 6 at higher level History).

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 2 or more A2 or an Access course, but each case is assessed on its individual merits. We recommend 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 an 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.

Admissions Tutor: Dr Mary Dyson/Mr Eric Kindel (Typography). Any enquiries concerning the History components of the programme should be made to the Admissions Secretary, Mrs Elizabeth Berry who can be contacted by:
Telephone – 0118 378 8148
Email – e.l.berry@reading.ac.uk
Fax – 0118 378 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 Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Induction includes meetings during 'Freshers' Week' with introductions at University and Faculty levels. 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 and help students assess their development.

In Typography, the Department handbook provides extensive information about the programme and the Department. The Department's year tutor system enhances the personal tutor system, with year tutors available to offer advice on the choice of modules within the programme. The emphasis throughout the programme is on individual and small-group learning rather than class teaching. Within the University and the Department there are several important collections which form the bases for seminar presentations, and potential resources for dissertations. The Department has its own computers (Apple Macintoshes) and related hardware (e.g. scanners, laser printers, digital cameras) with a range of professional software relevant to the subject.

In 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 on the Dissertation. 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 of History Library which provides quiet study space, a photocopier and networked computers.

Career prospects
A number of specialised careers are open to Typography and History graduates, such as jobs in museums and galleries, auction houses, and increasingly the heritage and leisure industries. Their visual skills also make them attractive to publishers. In addition the skills which Typography and History graduates acquire, such as analytical abilities, problem solving, research skills, independence and adaptability, mean they are sought after for jobs in a wide range of fields, including teaching, social work, accountancy, personnel, banking and commerce, retailing, marketing, IT, civil service and local government. Students may go on to post-graduate study in either Typography or History, at MA and also at PhD level, both at Reading and elsewhere.

Opportunities for study abroad or for placements
There are no formal arrangements.

Educational aims of the programme
The programme in Typography aims to provide a grounding in the practice of the subject, informed by theory and history. It provides a supporting learning environment in which students develop a range of intellectual, visual, technical and social skills.
The programme in History aims to provide a solid framework for exploring the broad sweep of post-classical history and the complex interplay between cause and effect in the historical process. It also develops the student's knowledge of events, structures, and historical agents or actors and a critical awareness of the variety of ways in which the past has been interpreted in historical writing.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Principles of typographic design 2. Elements of graphic language and their interrelationships 3. The nature and variety of historical sources as defined by period and culture 4. History of typography and graphic communication 5. The broad sweep of post-classical history and its principal divisions 6. The design process and relevant working methods and tools 7. The nature of debate and dispute in historical writing 8. Technical language of the subjects	The teaching of typography has three aspects: theory, history and practice. Theory and history inform practice and practical experience enables discussion of theoretical issues and historical examples. Theory and history are mainly taught through lectures and seminars. Practical projects provide an insight into design process and methods. In history basic knowledge is provided through formal lectures in Part 1, supported by set tasks for practising the elementary analysis of written texts. Feedback is initially through tutorials, seminars and through formative assessed work. Specialist knowledge and deeper understanding is fostered in the guided selection of period options at Part 2, where the teaching is seminar and discussion based. Feedback is provided through written responses to seminar participation and in formative assessed work. In later parts of the programme, and beginning at Part 2, students will take increasing responsibility for their own learning, fostered through the guided selection of increasingly specialised options and independent study, including a dissertation. Feedback is provided through tutorials and written reports on seminar presentations. *Assessment* Most knowledge is tested through a combination of coursework and examinations. A dissertation and oral presentation also contribute. Practical work in typography is assessed by projects.

Skills and other attributes

B. Intellectual skills – able to:
1. Assemble and review literature and demonstrate how primary and secondary sources interrelate
2. Organise material and articulate in written form
3. Analyse and interpret examples of graphic language and written documents
4. Structure, analyse and solve problems
5. Plan, conduct, and write up an independent enquiry and a piece of basic experimental research
6. Transfer appropriate skills and methods from one topic within the subject to another

Teaching/learning methods and strategies
Self-directed study in close consultation with a supervisor develop research skills. The ability to organise and structure arguments is emphasised throughout but particularly in compulsory modules and the dissertation. Lectures and seminars promote analysis and interpretation of graphic language and written documents. Projects provide the opportunity to analyse and solve design problems and analyse examples of graphic language through critiques. The skills required for basic experimental research are taught through practicals and fieldwork. Lectures and seminars will also demonstrate how to use different types of evidence in the construction of arguments. The ability to transfer knowledge from one area of the programme to another is evidence of high level performance.

Assessment
The dissertation is the primary vehicle for assessing students' research skills and transfer of knowledge. Coursework essays and examinations provide additional forms of assessment in modules taken earlier in the programme. Assessment of practical work incorporates problem solving. Coursework assesses 5.

C. Practical skills – able to:
1. Assess requirements of project brief
2. Explore alternative approaches to a problem
3. Plan practical design work
4. Engage in group discussion and debate
5. Develop and carry out individual research programmes and strategies
6. Identify, locate and record historical documents and visual sources
7. Memorise and be able to recall key features of different historical records

Teaching/learning methods and strategies
Practical skills are taught within the practical modules in Typography. Some lectures (e.g. on typographic theory) feed into the development of practical skills by examining a range of design outcomes. Group discussion and debate is featured throughout the programme.
Conducting independent research, identifying and interpreting historical records and visual artefacts and sources, and recall of key features is taught from Part 1.

Assessment
Projects completed in practical modules assess 1-3. Coursework and written examinations assess 5-7.

D. Transferable skills – able to:
1. Solve problems
2. Articulate ideas effectively and describe evidence in speech and writing
3. Evaluate evidence and use reasoned arguments
4. Manage time
5. Work as a team member
6. Handle a variety of information sources
7. Use IT, library and Internet resources
8. Use basic statistical techniques
9. Plan career

Teaching/learning methods and strategies
The use of IT is embedded throughout the programme. Presentations within seminars and written coursework develop communication skills. Practical work involves problem solving, managing time, working within teams. Seminars can also involve team work. Time management is necessary for submitting coursework. Lectures, seminars and self-directed study provide experience of information handling. Library and internet skills are acquired through various coursework and in particular through the dissertation in Part 3. Experimental research projects introduce basic statistical techniques. A series of briefings, exercises and self-directed study cover career development skills.

Assessment
Coursework is used to assess 1, 2, 3, 6, 8. Some skills not directly assessed, but they contribute to effective outcomes of projects, and enhance performance in modules.

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.