BA History and English Literature   **UCAS code: QV31**
For students entering Part 1 in 2011/2

Awarding Institution: University of Reading
Teaching Institution: University of Reading
Relevant QAA subject Benchmarking group(s):   History and English
Faculty: Arts, Humanities and Social Science Faculty
Programme length: 3 years
Date of specification: 16/May/2013
Programme Director: Dr Rachel Foxley
Programme Advisor: Dr John Holmes
Board of Studies: History
Accreditation:

Summary of programme aims
This is a multi-disciplinary programme which aims to provide students with subject specific knowledge and more general skills, including knowledge of a variety of different kinds of literary and historical texts, from a range of different periods, as well as perspectives on different methods of critical and interpretative analysis. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading, analytical skills and knowledge base that are fundamental to the disciplines of History and English.

Transferable skills
During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.
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.
In English: On completion of this programme, 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 cooperatively with others.

Programme content
Each Part comprises 120 credits. In Part 1 students must take 60 credits worth of modules in English and 40 credits of modules in History; the remaining credits can be made up from an optional module in History and/or from modules elsewhere in the University. In Parts 2 and 3 students must normally take a minimum of 60 credits in both Departments in each Part.
Part 1 introduces students to the disciplines through study of historical causation, contextualisation and the utilisation of both primary and secondary sources in History and, in English, through textual analysis, criticism, and genre. 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 through the History modules which require that students apply their analytical skills in focussed areas and undertake independent research.

Part 1 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
HS1APH	Approaches to History	20	4
HS1LMH	Landmarks in History	20	4

EN1WKT	What Kind of Text is This?	20	4
EN1REE	Researching the English Essay	20	4
EN1LL	Languages of Literature	20	4

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

| HS1DSH | Directed Study in History | 20 | 4 |

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
HS2TPH	Historical Themes in Practice	20	5

In History (60 credits)
Students must take two Period modules, one from the Early (Medieval or Early Modern) era, the other from the modern era at 20 credits each, in addition to the compulsory Historical Themes in Practice module.
A complete list of Period modules is available from the Department of History.

In English (60 credits)

Students choose three optional modules in Part 2, at least one in the Autumn and one in the Spring terms. At least one module must be chosen from a list of pre-1800 modules. Optional modules may vary from year to year. A full list is available from the Programme Adviser and can also be found in the Part 2 Module Supplement

Part 3 (three terms)
Compulsory modules

Students can take a 40-credit dissertation in either department.

HS3HLD	Dissertation in History	40	6
or			
EN3DIS	Dissertation in English	40	6

In History
Students take two optional 20 credit Topic modules, totalling 40 credits.
A complete list of Topic modules is available from the Department of History.

In English
Students choose two modules totalling 40 credits from a list of options. Optional modules vary from year to year and are published in the Part 3 Module Supplement available from the department. Admission to optional modules is at the discretion of the Programme Director.

Progression requirements
To progress from part one to part two, students must:
1. achieve an overall average of 40% over the 120 credits taken in Part 1, and
2. obtain at least 40% in each compulsory module, and
3. achieve a mark of at least 30% in modules representing a total of at least 100 credits.

To progress from part two to part three, students must:
1. achieve an overall average of 40% over 120 credits taken in Part 2; and
2. achieve a mark of at least 30% in individual modules representing a total of at least 100 credits.

Assessment and classification

The University's honours classification scheme is:

Mark	interpretation
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

For the University-wide framework for classification, which includes details of the classification method, please see: http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx.

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes
Part 2 one-third
Part 3 two-thirds

In History at Part 1, teaching is by large group lectures reinforced by seminars , and for those taking the Directed Study, individual supervision is provided. At Parts 2 and 3, it is principally by seminars. At all levels, independent research is expected and encouraged. It is most apparent and significant in the Dissertation, although individual supervisory support is also provided. All Parts are assessed by a mixture of coursework and timed examination. The Dissertation includes an element of oral presentation.

Admission requirements
A levels: 320 UCAS points in 3 A levels, or 340 points from 3 A and 1 AS levels. B at A level in History is required in either case.Total points exclude Key Skills and General Studies.
IB: An overall pass, including at least 3 subjects at Higher level, including History, with grades of 6,6,5 or above.
Scottish Highers: 340/360 UCAS points in Scottish Framework Qualifications, either 3 Advanced Highers or a combination of Advanced Highers and Highers.This must include B at Advanced Higher History in all cases.
Vocational Qualifications: AVCE, VCE and BTEC Nationals can be included in an application; but tariff points must be equal to those for A levels, and A level History at B must be included in all cases.
Applications from international candidates are welcomed. Those not offering A level or IB qualifications are advised to contact the international admissions tutor as to the acceptability of their qualifications. For those whose education has not been undertaken in English, the IELTS requirement is 7.0, with no language component under 6.5.

Admissions Tutor: Dr Anne Lawrence-Mathers

Support for students and their learning
University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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. 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 History Resource Room which provides quiet study space and a photocopier.

Students in English 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. The English programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the personal tutor system. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the School of English, provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. 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.

Liaison Officers for both History and English coordinate the programme.

Career prospects

History and English 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 have the opportunity to study abroad for a term (normally in Part 2). They will require the consent of both departmental study abroad coordinators in order to participate. Full details of potential destinations can be found on both the Erasmus & Study Abroad websites.

Students have the opportunity to partake in an academic placement in the Historical Themes in Practice module at Part 2, and/or a teaching placement in Part 3, which also encourages engagement with forward-thinking career planning.

During your time at Reading you will also have the opportunity to develop non-vocational skills, gain new work experiences, and further boost your employability through a diverse range of other placement opportunities. The University's Careers Advisory Service (CAS) provides all Reading students with information about a wide range of placement opportunities (http://www.reading.ac.uk/careers/placements/), including the Summer Enterprise Experience & Discovery internship scheme (http://www.reading.ac.uk/careers/placements/seed/), the Community Service Volunteering scheme (tutoring in local schools; http://www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx), the Student Associates Scheme (work experience in local schools; http://www.reading.ac.uk/internal/urop/urop_home.aspx), and the Undergraduate Research Opportunities Programme (UROP; http://www.reading.ac.uk/internal/urop/urop_home.aspx).

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. Literary texts in English 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 English studies	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. In English, Part 1 modules offer a broad introduction to 1, 2, 3, 4 and 5, while in History they introduce students to 7, 10 and 11 in particular. In Part 2 modules the understanding and

6. Selected specialised fields within English studies
7. The broad sweep of post-classical history and its principal divisions
8. A range of eras and cultures and more focussed 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.

skills acquired at Part 1 are developed with particular emphasis in English on 1, 2 and 4 and in History on 7, 8, 9 and 11 through seminars, lectures and individual feedback. Part 3 modules introduce more specialized study, particularly in relation to 3, 5 6, 8, 10 and 11 through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.

Assessment
At Parts 1 and 2, knowledge and understanding of 1 - 11are tested through a combination of essays and written examinations. At Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation (including oral presentation).

Skills and other attributes

B. Intellectual skills - *able to:*

1. Capacity for independent analysis and research
2. Identification of problems and issues and the ability to formulate arguments based on evidence
3. The ability to read closely and critically and to be able to demonstrate the interrelationships between primary and secondary sources
4. An ability to reflect on one's own positions and to challenge received conclusions
5. Accumulate and apply information in a structured 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 and unseen exams. 1- 5 are assessed formatively through seminar discussion and essay feedback and tutorials.

C. Practical skills - *able to:*

1. To develop and carry out individual research programmes and strategies
2. The ability to criticize and formulate interpretations of texts
3. An ability to engage in critical argument using relevant evidence or theoretical approaches
4. Bibliographical and research skills
5. A knowledge of appropriate conventions in the presentation of written work
6. An awareness of the rhetorical resources of the English language
7. An ability to relate the study of English to cultural and social issues
8. The location and synthesis of large quantities of historical materials
9. The use of IT to access sources and information

Teaching/learning methods and strategies

1-5 are common to both disciplines and are developed in seminars, essays and essay tutorials. 4-5 are developed, in particular through dissertation guidance and supervision. 3 and 6 are specific to English and are developed in seminars, essays and essay tutorials. 8 and 9 relate to History and are developed through essays and seminar preparation in particular.
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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

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

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

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. 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.