

BA French and History
For students entering Part 1 in 2013/4

UCAS code: RV11

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Languages and History
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	4 years
Date of specification:	15/May/2015
Programme Director:	Prof Françoise Le Saux
Programme Advisor:	Prof Patrick Major
Board of Studies:	Modern Languages and European Studies
Accreditation:	

Summary of programme aims

The degree in French and History offers insights into the richness and variety of human experience. Throughout this process of discovery, students encounter a wide range of subjects and approaches, while having the opportunity to pursue their own enthusiasms and to benefit from the research expertise and activities of staff. Within History, we aim to familiarise students with a broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. The degree also aims to produce graduates who are competent communicators in spoken and written 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

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.

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.

Programme content

Each part comprises 120 credits. 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. In French, students' language abilities are developed and thematic aspects of French history and culture are explored. During the Year Abroad, the experience of living in France or a French-speaking country enables students to make great strides in their linguistic skills and further broaden their knowledge of French culture. In Part 3 students pursue specifically defined modules in depth in historical studies, translation, and French culture. At this stage, they are expected to work more independently and the joint dissertation involves a substantial research effort.

Part 1 (three terms)

Compulsory modules

HS1LM1	Landmarks in History 1	20	4
HS1LM2	Landmarks in History 2	20	4

In French

Either:

Advanced French

FR101	Advanced French Language	20	4
FR103	Contemporary France	20	4

Optional Module

FR104	French Cinema	20	4
-------	---------------	----	---

Or:

French Intermediate

Compulsory Modules

FR102	Intermediate French Language	20	4
FR103	Contemporary France	20	4
Optional Module			
FR104	French Cinema	20	4

In History

Optional module, 20 credits from

HS1APH	Approaches to History	20	4
HS1DSH	Directed Study in History	20	4

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FR2L4	Advanced French Language II	20	5

In French

Optional modules (40 credits)

Students must take optional modules from a list made available in the Department of Modern Languages and European Studies.

In History (60 credits)

Students must take THREE period modules at 20 credits each (60 credits in total), normally two in Autumn and one in Spring. At least one of these modules should be from the early (Medieval and Early Modern) era, and one should be from the Modern era. A list of modules is available from the Department of History.

Year abroad/Year away/Additional year (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ML2YL5	Year Abroad Language	40	5
ML3YSWA	University study/Work placement/Assistantship abroad	80	6

Part 3 (three terms)

Compulsory modules

FR3L6	Advanced French Language III	20	6
-------	------------------------------	----	---

In French

Students choose TWO 20-credit modules, one of which must be a content module, from a list made available in the Department of Modern Languages and European Studies.

In History

Students choose optional 40 credits from EITHER Dissertation in History OR Special Subject modules (papers A & B) + 20-credit Topic module in either term.

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 gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

To proceed from the Year Abroad to Part 3 students must also have 'successfully completed an approved programme of study or employment in a French-speaking country, and handed in the work and assignments required by the programme.

To proceed from the Year Abroad to Part Three students must satisfy the examiners that they have completed an approved programme of study or employment in France or a French-speaking country and handed in the work and assignments required by the programme.

The weighted average for four year degrees with a year abroad is calculated on the basis of 2:3:4 (Part 2: YA: Part 3).

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>.

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. All Parts are assessed by a mixture of coursework, timed tests and examination.

In French, classes will normally be conducted through a combination of lectures and seminar discussions. In Part 1, lectures to the entire year group will be accompanied by small-group teaching in seminars. All language teaching is based on work in groups of no more than 15 students.

In French, most but not all modules are assessed by a mixture of coursework and formal examination- please see module descriptions.

Admission requirements

UCAS Tariff: BBB/ABC from three A level subjects. Total points exclude Key Skills and General Studies.

Candidates must have A level History grade B and A level French B or A* at GCSE.

International Baccalaureate: Pass diploma and achieve 6,5,5 in three higher level subjects including History and a minimum grade 5 in standard level French.

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 S L Heywood

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.

The Department of Modern Languages and European Studies Resource Room contains a wide range of essential and secondary texts, along with French newspapers and magazines. DVDs are also available for loan from the departmental office. In French Studies, students are supported and advised by their Personal Tutor, the Director of Teaching and Learning, or the Senior Tutor. The grammar course at Part 2 has all the Powerpoint information and supplementary grammar exercises available online in pdf format. The Language Resource Centre (LRC) 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 media suite to support cinema studies. The Departmental Library contains a range of reference works which can be used by students and offer congenial study spaces. Liaison officers for both History and French coordinate the programme.

Career learning

Career prospects

Graduates in French and History 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 French, both at MA and PhD level.

Opportunities for study abroad

Subject to arrangements made in exceptional cases only, all students on this programme spend their third year abroad in a French-speaking country, mainly in France. Students either study at a university with which the University of Reading has an agreement under the Lifelong Learning Programme (LLP) and Erasmus University Charter or go on a placement which may be either a teaching placement or a work placement. Full details of potential destinations can be found on both the departmental and the Erasmus & Study Abroad websites.

Placement opportunities

Students may choose to do a work placement during their Year Abroad.

Programme Outcomes

By the end of the programme, students are expected to be able to read and understand a variety of historical and literary texts from different periods and discuss their significance in their cultural contexts;

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;

understand native-spoken French within an educated environment and to communicate orally with fluency and accuracy;

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

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.

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.

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 in the Dissertation.

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.

Assessment

The assessment of knowledge is by a combination over the whole degree of seen and unseen examination, coursework essays, skills exercises, oral examination and timed test.

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 and project, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements.

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.

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.

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 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, skills exercises, and examinations. Skill 5 is developed throughout the programme.

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). Skill 2 is learnt through the management of different deadlines for different modules within the programme and is a focus of initial one-to-one session under the personal tutor scheme. Skills 3 to 7 are developed from the outset in seminars or interrupted lecture. Skills 6 and 8 are especially developed during the year abroad, its importance being established during the preparatory session in year 2. IT skills are encouraged and developed by being an integral part of much teaching from year 1 onwards.

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. 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 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.