

BA History
For students entering Part 1 in 2014/5

UCAS code: V100

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	History
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	07/Apr/2015
Programme Director:	Prof Patrick Major
Programme Advisor:	Mrs Pam Taylor
Board of Studies:	History
Accreditation:	

Summary of programme aims

The single subject degree in 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. 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, American and African history. It also enables students to pursue their own interests through independent study and a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

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.

Programme content

Students must take 120 credits in each Part. In Part 2, students have a choice of Periods within the categories of early (medieval & early modern) and modern history. At Part 3, students will have a choice of Topics and Special Subjects and must complete a dissertation.

Part 1 introduces students to the discipline through study of historical causation, contextualisation and the utilisation of both primary and secondary sources in History. In Part 2 students are required to engage with a broad span of historical periods which develop both their range of knowledge and their analytical/critical skills, and to carry out independent work in historiography and applied historical skills. Part 3 involves the study in depth of Topics and a Special Subject which require that students apply their analytical skills in focussed areas and undertake independent research, especially in the Dissertation.

Not all Optional modules will necessarily be available in any year.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HS1LM1	Landmarks in History 1	20	4
HS1LM2	Landmarks in History 2	20	4
HS1SSH	Study Skills in History	10	4
HS1HDS	Directed Study in History	10	4

Optional modules (60 credits)

Students can choose an additional 20 credits in History

HS1APH	Approaches to History	20	4
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And 40-60 credits chosen from modules available elsewhere in the University

Joint students must take the 60 compulsory credits at Part One if they want the option of taking single History in Part 2

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HS2MC1	My Career: Working It Out	10	5
HS2PHI	Public History: Its Uses and Abuses	10	5
HS2HAD	Historical Approaches and My Dissertation	20	5

Optional modules:

Periods

Students must take FOUR Period modules (20 credits each). Two of these must be from the early period (Medieval and Early Modern) and two from the modern period.

A 20 credit module elsewhere in the University may replace one 20 credit Period module.

A complete list of Period modules is available from the Department of History.

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HS3HLD	Dissertation in History	40	6

Optional modules- Topics

Students must take two 20-credit Topic modules and one Special Subject consisting of co-requisite A and B papers of 20-credits each (40-credits in total).

A 20-credit module offered elsewhere in the University may replace one 20-credit Topic module.

A complete list of Topic and Special Subject modules is available from the Department of History.

Progression requirements

To progress from Part 1 to Part 2, students must:

achieve an overall average of 40% over the 120 credits taken in Part 1, and obtain at least 40% in each compulsory module, and 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

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-third

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 preparation of the Dissertation, although individual supervisory support is also provided.

All Parts are assessed by a mixture of coursework and timed examination. The Part 2 My Career: Working It Out; Public History: Its Uses and Abuses; and Historical Approaches and My Dissertation modules are based solely on coursework/presentation, while the Part 3 Dissertation includes an element of oral presentation. Two optional Part 3 modules, History Education and Discovering Archives and Collections, are assessed by a mixture of performance on a 10-day placement, written coursework and oral presentation.

Admission requirements

A levels: AAB/A*BB from three A levels including a B in History/Ancient History. Alternatively, ABB from three A levels including grade B in History/Ancient History and grade A in a fourth subject to AS level or grade A in the extended project

IB: An overall pass, including at least three subjects at higher level, including History, with 35 points overall including 5 in History at higher level.

Scottish Highers: AAABB including History

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 Rachel Foxley

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-session 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 the Department 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. Additional support is given through orientation sessions on module choices, and Dissertation advice. There is full written feedback on assessed 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.

Career learning

Students are given specific vocational training and orientation through the second year My Career: Working It Out module, and the third year optional modules, History Education and Discovering Archives and Collections

Career prospects

History graduates are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. As such, they are eagerly sought after by employers. In addition they are given specific vocational training and orientation through the second year My Career: Working It Out module, and the third year optional modules, History Education and Discovering Archives and Collections. Past graduates have used their degree as a springboard for various areas of employment such as accountancy, banking and commerce, law, publishing, 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. Several graduates also go on to postgraduate study in History, both at MA and PhD level, at Reading and elsewhere.

Opportunities for study abroad

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

Students in the Department of History have the opportunity to spend a period of study abroad (normally in Part 2) . Students wishing to study abroad will require the consent of the Departmental study abroad coordinator in order to participate. Full details of potential destinations can be found on both the Erasmus and Study Abroad websites.

Placement opportunities

Students have the opportunity to partake in an academic placement in the My Career: Working It Out module at Part 2 and/or a teaching or archives 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 Tutoring 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:

1. the broad sweep of post-classical history and its principal divisions
2. a range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation
3. the contextualisation of forces, events, and individual experiences in the historical process
4. the nature and variety of historical sources as defined by period and culture
5. the nature of debate and dispute in historical writing

Teaching/learning methods and strategies

Part 1 incorporates topics and texts from all eras. At Part 2 single subject students must take four Periods from the early (medieval and early modern) and modern groups, but opportunities exist for geographical specialisation. At Part 1 formal lectures impart crucial information and perspective. 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 not only in Historical Approaches and My Dissertation but also

in the Dissertation.

Assessment

Students' knowledge and understanding are tested through a combination of seen and unseen examinations, a variety of coursework assignments, including essays, projects and the Dissertation. Understanding is also assessed in the oral presentation associated with the Dissertation.

Skills and other attributes

B. Intellectual skills - *able to:*

1. accumulate and apply information and perspective in a structured manner
2. identify and appreciate the forces which generate historical change
3. analyse and solve historical problems, and formulate arguments based on evidence
4. develop a critical and nuanced appreciation of issues, and challenge received conclusions
5. negotiate both primary and secondary sources in history, and demonstrate how they inter-relate
6. develop creative intelligence in independent research and interpretation

C. Practical skills - *able to:*

1. develop and carry out individual research programmes and strategies
2. locate and synthesise large quantities of material
3. prepare bibliographies and references according to the conventions of the discipline
4. use IT to access sources and information relating to the subject
5. engage in group discussion and debate on historical issues
6. develop a critical self-awareness as a working historian

Teaching/learning methods and strategies

Through specific focus on topics, issues and texts in seminars, workshops and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgments. The Historical Approaches and My Dissertation module focuses students on methodological issues in historical writing, while the Dissertation requires them to engage creatively and critically with primary sources and/or historical interpretative works.

Assessment

Essay and project work tests all aspects of intellectual skills, while examinations assess the ability to marshal information and arguments under given time constraints. The Dissertation represents the evaluation of personal research and creative interpretation.

Teaching/learning methods and strategies

All of the practical skills are present in each Part, and are developed through essay and project work as well as through seminars and workshops. The Part 2 Period modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. The My Career: Working It Out, and Public History: Its Uses and Abuses modules also foster employability, as do the optional Part 3 modules, History Education and Discovering Archives and Collections. Feedback on an individual basis, combined with the University's personal tutor system, encourages constructive self-criticism.

Assessment

The Special Subject papers test the ability to cope with and interpret large quantities of material. Independent research skills are assessed in Part 1 through the Directed Study and Study Skills modules and ultimately in the Part 3 Dissertation. Period and topic modules assess a diverse range of practical skills acquired as appropriate to the

module.

D. Transferable skills - able to:

1. present findings and arguments in a cogent and coherent manner, both orally and in writing
2. use IT for word-processing and information retrieval
3. use library resources to optimum effect
4. operate effectively in a group
5. show a competence in numeracy within the parameters of the subject
6. assess aptitudes in preparation for a career
7. work to deadlines

Teaching and learning strategies and methods

The use of IT is encouraged throughout the degree. Seminars develop oral skills and group work. Essay work develops writing skills, library research and the keeping of deadlines. The My Career: Working It Out, and Public History: Its Uses and Abuses modules at Part 2 introduce students to vocational issues. A basic appreciation of numeracy is developed through an awareness of chronology, cataloguing systems and estimation, with certain modules taking this skill further as appropriate to their subject matter.

Teaching/learning methods and strategies

Assessment

Written skills are examined at every stage both under timed conditions and in course work. Oral skills are examined in the presentation associated with the Dissertation.

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.