

BA History and Economics
For students entering Part 1 in 2014/5

UCAS code: LV11

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

Summary of programme aims

The History element of the syllabus 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 familiarise students with a broad chronological range, while providing them with the opportunity of specialisation in particular periods and topics of British, European, African and American history. We also enable 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.

The Economics element of the programme aims to provide a thorough degree level education in the subject. It focuses on coverage of economic principles and their relevant application: the areas of economic principles are compulsory in the second part of the degree, and relevant applications are compulsory in the third part. Students taking the degree will thus acquire a good knowledge and appreciation of the basic elements of economic theory and of relevant uses and applications.

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. Economics reinforces many of these skills, particularly numeracy and the use of IT. In addition, it induces business awareness, and an understanding of important features of decision making, such as uncertainty, constraints and opportunity cost.

Programme content

Each Part comprises 120 credits. In Part I, 60 credits must be taken in History and 60 in Economics.

Part 1 establishes the foundations for study in both disciplines. Part 2 contains a broad focus as students study broad periods of History and also modules on microeconomics and macroeconomics. In Part 3 the programme focuses upon the study of specific topics in depth through the History modules and the Economics Options. The Dissertation requires independent research.

Economics Part 1 deals with the microeconomic and macroeconomic foundations of the subject. These are developed in more depth in Part 2. In Part 3, choice over a range of options is available to explore specific sub-disciplines and/or applications.

Part 1 (three terms)*Compulsory modules*

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
EC113	Introductory Microeconomics	20	4
EC114	Introductory Macroeconomics	20	4
EC115	Introductory Quantitative Methods for Economics and Business 1	10	4
EC116	Introductory Mathematics for Economics 1	10	4

Part 2 (three terms)*Compulsory modules*

EC201	Intermediate Microeconomics	20	5
EC202	Intermediate Microeconomics	20	5

In History, students normally take THREE Period modules: at least one Early (Medieval or Early Modern) and at least one Modern at 20 credits each, in each term. Students may choose to take one or more of the new core modules My Career: Working It Out, Public History: Its Uses and Abuses, and/or Historical Approaches and My Dissertation in place of one/two Period modules.

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

Students must choose an optional module to the value of 20 credits from the following list:

EC208	Business Economics	20	5
EC238	Economics of Social Policy	20	5
EC242	Economics of the Environment and Energy	20	5
EC243	Economic History	20	5

Optional modules in the Department of History

Students may choose to take the dissertation in History or the dissertation in Economics. In History students also choose two optional 20- credit Topic modules, totalling 40 credits in all. A complete list of Topic modules is available from the Department of History.

Optional modules in the Department of Economics

Students must choose optional modules in Economics to total 40 credits.

EC311	International Economics	20	6
EC314	Public Economics	20	6
EC315	History of Economic Thought	20	6
EC316	European Economic Integration	20	6
EC320	Money & Banking	20	6
EC324	European Urban & Regional Economics	20	6
EC328	Economics of Land, Development & Planning	20	6
EC337	Processes of Long Term Political and Economic Change	20	6
EC339	Microeconomics for Developing Countries	20	6
EC342	Macroeconomics for Developing Countries	20	6
EC343	Behavioural Economics	20	6
EC344	Banking in Emerging Economies	20	6
EC345	Business & Management in Emerging Markets	20	6
EC347	Industrial Organisation	20	6

Progression requirements

To progress from part one to part two, 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.

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, while the Dissertation includes an element of oral presentation.

In Economics, teaching is organised in modules. The delivery of material varies across modules, especially in the proportions of time allocated to lectures, and to classes and seminars. All modules involve coursework, which takes a variety of forms. Final assessment normally involves a written examination, and may also incorporate coursework marks; the maximum proportion of a final module mark allocated to coursework is 20%, other than in special cases.

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 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 School of Economics provides handbooks that outline programme and module content. Guidance on personal and academic matters is provided by the personal tutor. In addition to lecture and class time, each module lecturer has appointed office hours during which they may be consulted without prior appointment. Liaison Officers for both History and Economics coordinate the programme.

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

Graduates with a degree in History and Economics 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 law, publishing, librarianship, museum work, teaching, social work, retailing, marketing, sales, and computing, while others go into the civil service and local government. Many pursue jobs in the business world, entering banking, finance, accountancy, retailing, marketing and sales. Several graduates also go on to postgraduate study in either History or Economics, 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 have the opportunity to spend a period of study abroad (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 and Study Abroad websites.

Students have the opportunity to partake in an academic/teaching placement in Part 3 in either Discovering Archives and Collections or History Education, 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, Placement and Experience Centre (CPEC) 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).

Placement opportunities

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Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and abilities 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;
6. The fundamental concepts at the core of economic knowledge comprising microeconomics and macroeconomics;
7. Empirical studies in economics, using statistical and other methods;
8. How to integrate and apply economic concepts to real world problems and issues.

Teaching/learning methods and strategies

Formal lectures, classes and practical sessions, supported by directed and assessed self-study. Feedback and guidance are an important part of the process for all three years of study. Students undertake project work and write essays, in which they learn to apply economic concepts to relevant real world issues. In the History component, the importance of both primary and secondary texts is registered throughout the degree, beginning with the Approaches module and culminating in the Dissertation.

Assessment

Courses are assessed through a combination of coursework and both seen and unseen examinations. Feedback is provided on assessed work. Understanding is also assessed in the oral presentation associated with the dissertation.

Skills and other attributes

B. Intellectual skills - *able to*:

1. Structure, analyse and solve problems;
2. Think laterally and explore alternative solutions;
3. Comprehend the evolving state of knowledge in the degree subject areas.
4. Suggest, organise, collect relevant data and

Teaching/learning methods and strategies

Substantive problems are illustrated in lectures and smaller groups. Essays, project work and problem sets provide related opportunities for problem solving. Lectures supported by essays and discussions provide the basis of ensuring the

compile a report or an analysis on an economic or a historical issue.

5. Negotiate both primary and second sources and be able to 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. Collect and critically evaluate the major literature on a topic;
4. Obtain data, to use them, and to assess the empirical work of others that use economic data;
5. Use computerised tools for the purposes of research and learning;
6. Draw on the knowledge base in economics and economic research methods to suggest ways to solve problems;
7. Engage in group discussion and debate.

D. Transferable skills - able to:

1. Use IT, including word processing, data exchange, graphics, spreadsheets and other such software, and the conduct of web site searches;
2. Communicate orally and in writing;
3. Work as part of a team;
4. Use library and web-based resources effectively;
5. Organise project work from beginning to completion;
6. Manage time to achieve goals.

accumulating knowledge base becomes comprehensible. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements.

Assessment

Skills are assessed through examination questions, essays, project work and problem sets. The Dissertation represents both the evaluation of personal research and creative interpretation.

Teaching/learning methods and strategies

Practical issues are illustrated in lectures and classes, reinforced by, essays and project work, and by problem sets in Economics. The tasks required of students involve library and computerised searches to collect references and data, and to use them to complete practical tasks within set deadlines. The Part 2 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

Assessment is through essays and project work and a Dissertation that contains an element of oral assessment.

Teaching/learning methods and strategies

The learning of IT is encouraged through web site searches, use of library resources, and the presentation of word processed documents including graphics displays in Economics. Oral presentations are required at several points in the programme. Preparation for these presentations require working as part of a team at several points in the second and third years. Good time management is essential to organising a timetable to complete essays and project work.

Assessment

Assessment is through the production of essays and project work, and through the critical evaluation of presentation performances.

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.