

**BA History (part time)  
For students entering Part 1 in 2014/5**

**UCAS code:**

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:	5 years
Date of specification:	19/Sep/2014
Programme Director:	Ms Helena Matthews
Programme Advisor:	Mrs Pam Taylor Mrs Debbie King
Board of Studies:	History
Accreditation:	N/A

**Summary of programme aims**

The single subject part-time 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. The programme 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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team-working, and use of information technology 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**

Part-time degree programmes, like full-time programmes, are made up of study elements called modules. The size of a module is measured in terms of credits; a credit entails a notional 10 hours of study. For a full-time programme, each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits (for example dissertations are often 40 credits in size). Modules are offered at one of three levels. In ascending order these are: Certificate level 4; Intermediate level 5; Honours level 6.

All part-time degree programmes entail study of modules totalling a minimum of 360 credits. Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

- Certificate level (4) 100 credits minimum
- Intermediate level (5) 100 credits minimum
- Honours level (6) 100 credits minimum

Part 1 involves studying at least 80 and no more than 120 credits at level 4 (120 credits are equivalent to one year of full-time study), then passing the Part 1 examination in order to proceed to the remainder of the degree. After Part 1, where students take the remaining modules needed to complete their degree programme, students must take at level 4 those modules required for progression to one or more degree subjects but may take individual modules from any available programme to make up the necessary minimum total of 100 credits at level 4. Students must complete at least 80 credits at level 5 before they can proceed to study any level 6 module.

In this History programme, level 4 modules provide an introduction to the subject of history and its study, and establish a foundation for subsequent work at degree level. At level 5 students must study Periods from Early (medieval and Early Modern) and Modern history. At level 6 there is more focused work in the Topics and Special Subject, and the Dissertation. There is thus inherent progression within the syllabus from introductory modules through broad-based methodological modules, to specialised, focused and independent work.

**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

*Optional Modules:*

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

HS1APH	Approaches to History	20	4
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The remaining credits may be chosen from other modules available within the University at Level 4.

**Part 2 (three terms)***Compulsory modules*

HS2TPH	Themes and Practice in History	20	5
HS2TIH	Themes and Issues in History	20	5

*Optional modules*

## Periods

Students must take FOUR Period modules at 20 credits each, totalling 80 credits. Two of these must be from the Early Period (Medieval and Early Modern) and two from the Modern Period. A complete list of Period modules is available from the Department of History. Students may replace one Period module with a 20 credit module elsewhere in the University.

**Part 3 (three terms)***Compulsory modules*

HS3HLD	Dissertation in History (Single Honours)	40	6
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*Optional modules*

## Topics

Students must take two 20-credit Topic modules and one Special Subject consisting of co-requisite A and B papers (40 credits total). Students may replace one Topic with either one of the optional 20-credit placement modules or with a 20 credit module offered elsewhere in the University. A complete list of Topic and Special Subject modules is available from the Department of History.

**Progression requirements**

The structure of part-time degrees is that students first of all take at level 4 the degree subject(s) they want to study. The subjects form Part 1 of the programme. Part 1 must contain at least 80 credits, so that if the modules for a student's chosen subject add up to less than 80 credits, an additional module or two will need to be taken to achieve that total.

There is a Part 1 examination in May or June which students have to pass in order to go on to their degree choice at levels 5 and 6. To progress from Part 1 to Part 2 students must have passed modules totalling at least 80 credits at level 4 and must also have passed those modules required for progression to their chosen degree according to the progression requirements for that degree. To pass the Part 1 examination a student must have a

minimum average of 40% in at least 80 credits and not less than 30% in any individual module, except that marks of less than 30% in a total of 20 credits may be condoned provided that the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without reasonable cause.

Students who do not qualify to progress from Part 1 at the first attempt may re-sit the required modules in a re-examination held in August.

Students must complete at least 80 credits at level 4 before they can proceed to any module at level 5. Re-examinations for level 4, 5 and 6 modules are held annually in August. Students who do not qualify for a degree will be entitled to the following qualification provided they have obtained the minimum number of credits indicated:

Certificate of Higher Education 100 credits at level 4 and 20 credits at any level

Diploma of Higher Education 240 credits with at least 100 credits at level 5 or above

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

To progress from Part 2 to Part 3, 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 (full or part-time)**

Part 2 one-third

Part 3 two-thirds

At Part 1 teaching is by large group lectures reinforced by seminars. 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 Part 2 Historical Themes in Practice module is based solely on coursework, while the 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**

Applications from mature candidates and from those with non-standard qualifications are particularly welcomed. An applicant is more likely to receive an offer if he or she has undertaken recent study (e.g. Access

course) but each case is assessed on its individual merits. We recommend that you contact us as soon as possible to discuss your individual circumstances.

Please address all enquiries to Dr Elizabeth Matthew (email [e.a.e.matthew@reading.ac.uk](mailto:e.a.e.matthew@reading.ac.uk); tel 0118 378 8148)

**Admissions Tutor:** Dr Elizabeth Matthew

### **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](http://www.reading.ac.uk/student)

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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 essay work. Each module teacher gives personal guidance and feedback and sends timely 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**

#### **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 Historical Themes in Practice module and the 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). Full details of potential destinations can be found on both the Erasmus and Study Abroad websites.

### **Placement opportunities**

Students also have the opportunity to partake in an academic placement in the Historical Themes in Practice 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, 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](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](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 Periods from both 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, 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, but is particularly important for Part 3 modules.

##### *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

##### **Teaching/learning methods and strategies**

Through specific focus on topics, issues and texts in

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

### **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

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 Themes and Issues 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 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 Historical Themes in Practice module also fosters 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 by essay work and the Directed Study, and ultimately in the Part 3 Dissertation. Periods modules assess a diverse range of practical skills acquired as appropriate to the module.

### **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.

work develops writing skills, library research and the keeping of deadlines. The Historical Themes in Practice module at Part 2 introduces 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.

**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.**