

**BA History**  
**For students entering Part 1 in 2015/6**

**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:	19/Jul/2016
Programme Director:	Prof Patrick Major
Programme Advisor:	Mrs Deborah King
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 area of British, European, African, US American, Russian, Middle Eastern and South Asian 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. At Parts 2 and 3 students have a mixture of compulsory core modules and Options. At Part 3, students have a choice of Options and Special Subjects and must complete a Dissertation.

Part 1 introduces students to the discipline through study of long-term historical change across the medieval, early-modern and modern periods, with an introduction to the sub-fields of political, social, intellectual and cultural history. In addition they learn the scholarly protocols of formal essay-writing and engaging in historiographical debate. In Part 2 students are required to engage with methodology and to begin the process of identifying a Dissertation topic, and to engage with history beyond academia. Through Options, they are given the opportunity to gain more specialized historical knowledge across a broad array of historical periods and geographical areas. (Not all Options will necessarily be available in any year.) Part 3 involves more in-depth study in Options and a Special Subject which requires close readings of primary sources in areas close to staff research interests. Students will also conduct supervised, independent research for the Dissertation.

**Part 1 (three terms)**

*Compulsory modules*

HS1RSO	Research Skills and Opportunities in History	20	4
HS1JH1	Journeys through History 1: Power and People	20	4
HS1JH2	Journeys through History 2: Culture and Concept	20	4

**Optional modules (60 credits)**

Students may choose an additional 0-60 credits in History from the following Part 1 Options:

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
HS1II	Ideas and Ideologies	20	4
HS1PP	Past and present	20	4

HS1TC	Texts and Contexts	20	4
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Or 0-60 credits chosen from Part 1 modules available elsewhere in the University  
Joint students must take the 60 compulsory credits at Part One

### 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:

Students must take FOUR Part 2 Options (20 credits each).

One 20 credit module elsewhere in the University may replace one 20 credit Option.

A complete list of Options are 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*

Students must take two 20-credit Part 3 Options and one Special Subject consisting of a co-requisite paper A and paper B of 20-credits each (40-credits in total).

One 20-credit module offered elsewhere in the University may replace one 20-credit part 3 Option.

A complete list of Options and Special Subjects are available from the Department of History.

### Progression requirements

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

- (i) an overall average of 40% over the 100 to 120 credits taken in Part 1,
- (ii) and obtain at least 40% in each compulsory module,
- (iii) 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 to progress to Part 3, 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.

### Summary of Teaching and Assessment

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

All Parts are assessed by a mixture of coursework and timed examination. At all levels, independent research is expected and encouraged. It is most apparent and significant in the preparation of the Dissertation at Parts 2 and 3, although individual supervisory support is also provided.

At Part 1, teaching in the core modules Journeys through History 1 & 2, and Research Skills and Opportunities in History, is by large group lectures augmented by seminars; assessment is by written assignment only, not timed examination. Options are taught by seminar and assessed by a mixture of written assignment and timed examination.

At Part 2 teaching is by a mixture of lectures and seminars. The Part 2 core modules Historical Approaches/My Dissertation and Public History/My Career/Wider Horizons are assessed by written assignment only. Options are assessed by a mixture of written assignment and timed examination.

At Part 3 teaching is predominantly by seminar. Special Subjects involve close document readings and are assessed by timed examination and written assignment. Options are taught by lectures and seminars and assessed by a mixture of written assignment and timed examination. 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. The Dissertation involves supervised independent research, and includes an element of oral presentation.

#### Classification

For the University-wide framework for honours 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:

Part 2: one-third

Part 3: two-thirds.

#### Admission requirements

A levels: AAB -ABB from three A levels including a B in History/Ancient History.

IB: An overall pass, including at least three subjects at higher level, including History, with 35 -32 points overall including 5 in History at higher level.

Those not offering A level or IB qualifications are advised to contact the Admissions Office 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 6.0.

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

In the Department of History, students are assigned Personal Tutors, and have online study tips via Blackboard, as well as the Studying History at Reading Handbook, which provides most of this information in one handy booklet. The Department also runs a Facebook and Twitter page which will give updates on forthcoming events. 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.

### **Career learning**

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 Part 2 My Career: Working It Out module, and the third year optional modules, History Education and Discovering Archives and Collections.

### **Career prospects**

Past graduates have used their degree as a springboard for various areas of employment such as journalism, the media, publishing, information science, museum work, banking and commerce, accountancy, law, 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 exchange agreement. These currently exist for North America, Europe and Australia. Study abroad normally takes place at Part 2 and may range from 1 to 2 terms. Students will pursue a slightly modified version of the home programme, and bring back work from their host institution which will count towards their degree. Participants will have their degree title amended to 'History with Study Abroad' for which there is a separate Programme Specification. 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**

The Discovering Archives and Collections module and the History Education module at Part 3 give students the opportunity to experience a professional placement in either archive work or teaching, 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 Tutoring 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 periodisations
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

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

Part 1 introduces students to ideas about periodisation, while Part 2 introduces students to different international contexts. Students learn to compare and contrast. At Part 1 formal lectures impart crucial information and perspective. As the degree progresses, less use is made of the lecture format and students engage with historical problems and texts in seminars and

defined by period and culture  
5. the nature of debate and dispute in historical writing

workshops. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning. Some formative assessment will be expected via the Virtual Learning Environment.

#### *Assessment*

Students' knowledge and understanding are tested through a combination of unseen examinations, a variety of coursework assignments, including essays, projects and the Dissertation. Understanding and initiative are 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 or apply inductive logic when faced with gaps in the 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

#### **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 test 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.

#### **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**

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 Option modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. The Public History and My Career co-requisite 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*

Essential independent research skills are assessed in Part 1 through Research Skills and Opportunities in History and at Part 2 in Historical Approaches. The

Special Subject and Dissertation test the ability to sift and interpret large quantities of material. Options assess the ability of candidates to assimilate a wide secondary literature and to identify debates within the subject field, and encourage students to relate the particular to the general as encountered in the core modules.

**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/learning methods and strategies**

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 Public History 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.

*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.**