

BA Combined Honours English and History with Study Abroad

Programme Specification

1	Awarding Institution:	University of Exeter
2	School(s)/Teaching Institution:	Schools of Arts, Languages and Literatures and Humanities and Social Sciences, Cornwall Campus
3	Programme accredited/validated by:	Not applicable
4	Final Award(s):	BA (Hons)
5	Programme Title:	Combined Honours in English and History with Study Abroad
6	UCAS Code (if relevant):	
7	FHEQ Level of Final Award(s):	H
8	QAA Subject Benchmarking Group:	English and History
9	Date of Production/Revision:	October 2009

10	Programme Structures and Requirements, Levels, Modules, Credits and Awards
<p>This Combined Honours degree programme is studied over four years. The first two years and the final year are university-based; the third is spent at a university abroad. The programme consists of four stages, and each stage is normally completed in a single academic year. Each stage of the programme consists of modules to total 120 credits, thus the entire programme consists of 480 credits. The credit weighting of a module is proportional to the total workload and one credit is normally equivalent to 10 hours of work. The level of a module, designated by the first number in the module code, indicates its position in the progressive development of academic abilities and skills across the programme. Level 1 modules are taken at Stage 1, Level 2 modules at Stage 2, and Level 3 modules at Stage 4. Each Stage includes 30 weeks of term-time, with two terms of eleven and twelve weeks and one of seven; teaching takes place over the course of 22 weeks in the first two terms.</p> <p>Modules and other study components can be taken only with the approval of the School. Modules are not all available every year; options are offered each year at the discretion of the School and may be subject to change over the duration of the programme. A module may be taken only if the necessary prerequisites have been satisfied, if the timetable allows, and if the module or an equivalent module has not been taken previously.</p> <p>Stage 1 All students must take HIC 1000 History Foundation (30/2) [30 credits, 2 terms]; TRU 1502 Past and Present I (30/1) and TRU 1503 Past and Present II (30/1); two from HIC 1300 and HIC1301 Introduction to World History 1 and 2 (each 15/1) and HIC 1302 and HIC1303 Microhistories 1 and 2 (each 15/1).</p> <p>Stage 2 There are two possible pathways for stages 2 and 3. Under Pathway A, students take CEH2000, Interdisciplinary Research Methods Project (30/2); two choices from the list of History Level 2 modules (each 30/2); 30 credits from the list of English Level 2 modules (30/1). Under Pathway B, students take CEH2000, Interdisciplinary Research Methods Project (30/2); one choice from the list of History Option Modules (30/2); 60 credits from the list of English Level 2 modules (each 30/1).</p> <p>Stage 3 Students spend this stage in a partner university on an Erasmus/Socrates exchange or other approved programme of study. The year abroad comprises 120 credits. Assessment is normally based on the credits gained by the partner institution abroad.</p> <p>Stage 4</p>	

Under Pathway A, students take CEH3040, Interdisciplinary Dissertation (30/2); two choices from the list of English Level 3 modules (each 30/1); and one from the choice of History Level 3 modules (30/1). Under Pathway B, students take CEH3040 Interdisciplinary Dissertation (30/2); one choice from the list of English Level 3 modules (30/1); and two from the choice of History Level 3 modules (30/1).

Details of English modules can be found at: <http://www.uec.ac.uk/english/undergraduate-programmes/module-descriptions/index.shtml>

Assessment at Stage 1 is formative and does not contribute towards the overall mark for the degree programme, although an overall pass is necessary for progression to Stage 2. The overall mark for the degree is calculated from the marks for Stages 2 to 4, which are weighted in the ratio of 2:1:4 respectively. All modules are condonable within the University condonable system.

Under the University's rules on modularity, students may take up to 30 credits per year in another department within the Schools of Arts, Literatures and Languages and of Humanities and Social Sciences, or within another School. In this case, students would drop modules from the above list as follows:

Stage 1: Up to 30 credits from HIC 1300 and HIC1301 Introduction to World History 1 and 2 and/or HIC 1302 and HIC1303 Microhistories 1 and 2.

Stage 2: Pathway A one History Level 2 module; Pathway B one English Level 2 module

Stage 4: Pathway A, one English Level 3 module; Pathway B one History Level 3 module.

11 | Educational Aims of the Programme

The aims of the programme are to:

- Offer an excellent Honours-level education in English and History that explores the interface between the disciplines.
- Introduce students to a wide range of texts and historical problems and the main analytical and critical approaches of the two disciplines.
- Produce graduates who can engage imaginatively in the process of understanding and analysing complex and sophisticated problems in the two disciplines by critical approaches that blend detailed and broad levels of analysis.
- Develop students' independent critical thinking and judgement.
- To offer students the opportunity to develop their skills and capabilities (including linguistic skills, where appropriate) through the pursuit of study in another university in a different geographical and cultural setting.

12 | Programme Outcomes

On successfully completing the programme, a graduate should be able to demonstrate:

A. Subject knowledge and skills

1. detailed knowledge of core subject areas in English Literature and History, with a specialised knowledge in certain areas.
2. an understanding of the linguistic, literary, cultural and socio-historical contexts in which literature is and was produced and consumed and awareness of how literature produces and reflects cultural change and difference.
3. an awareness of the variety of approaches taken to historical research; ability to evaluate the professionalism and scholarly value of historical texts; ability to evaluate the reasons for changes in historiographical approaches.
4. the ability to use different types of historical source; evaluate different and complex types of historical source; use primary sources in a professional manner.

5. an appreciation of the different approaches to evidence and argument in the two disciplines and an awareness of the potential of interdisciplinary work.
6. the ability to define a suitable interdisciplinary research topic and pursue it to completion.

Teaching and learning methods

Outcomes A1 – A4 are developed in Stages 1 and 2 of the programme through lectures and tutorials. Specialisation is developed in Stage 3 in small-group teaching. A5 and A6 are developed in the Interdisciplinary Research Project and the interdisciplinary Dissertation respectively.

Assessment

Outcomes A1 to A4 are assessed by a combination of written examinations, continuous assessment essays and other written assignments, oral presentations and group project work. A5 is assessed by project work and A6 by the dissertation.

B. Core academic skills

1. the ability to answer questions concisely and persuasively both orally and in writing.
2. the ability to evaluate critically theoretical models and competing views.
3. awareness of the cultural, linguistic and historiographical circumstances in which academic and literary texts are produced.
4. comprehension of complex terminology and discourses and ability to deploy such terminology in a comprehensible manner.
5. the ability to plan, execute and present an extended piece of original research.

Teaching and learning methods

Outcomes B1 and B2 form the backbone of all modules taken at all stages, but the level of complexity develops according to stage. B3 and B4 are developed throughout the programme in lectures, seminars and continuous assessment. Students are encouraged to use the Stage 2 Interdisciplinary Project as a way of addressing B5 and concentrate on doing so in the Stage 3 Dissertation.

Assessment

These skills are assessed through a combination of term-time essays and other written assignments, oral presentations, project and dissertation work, and examinations. The criteria of assessment pay full recognition to the importance of the various skills outlined.

C. Personal and key skills

1. critical, creative and independent thinking.
2. confidence and flexibility in identifying and solving complex problems.
3. proficient use of electronic information retrieval and management tools; ability to access information from a variety of sources.
4. effective interaction within a group.
5. effective self-management (autonomy, time management, self-motivation, self-reflection, seeking and using feedback, personal responsibility, self-criticism).

Teaching and learning methods

Outcomes C1, C2 and C3 are developed through the processes of acquiring subject knowledge and core academic skills (see A and B above). Outcome C4 is developed through group work in parts of the syllabus (English: Past and Present; History: Foundation and Level 3 modules) and more generally in group discussions in academic tutorials. Outcome C5 is developed by student progression through a learning and teaching programme that is gradually more self-managed and the personal tutor and Personal Development Planning systems. Independent study forms a major part of our learning and teaching programme, most notably in the Stage 2 project and the Stage 3 dissertation.

Assessment

Outcomes C1, C2 and C3 are assessed primarily through summative and formative essays and other written assignments, assessed presentations, project work, the dissertation and

examinations. Outcome C4 is assessed directly in Past and Present, the History Foundation and Level 3 modules in assessed presentations. C4 and C5 are assessed indirectly throughout the programme, in that where modules require the development of these skills, it would be very difficult to achieve a good mark in the assessments without having developed such skills.

D. These skills are in line with the Benchmark statements of English and History

14 | Support for Students and Students' Learning

The Cornwall Campus English degree programme currently has a collection of over 2,000 library items, and is supplemented by the library of the Falmouth University College (around 2,000 English items) in the same building. History is building its library collection in Cornwall and has allocated c. £40k p.a. for the last four years to build up the teaching collection for History (with Politics). Staff are also making maximum use of on-line materials, including e-journals, EEBO, MLA Firstsearch and JSTOR in the teaching programme. An inter-campus loan facility gives students full access to the University Library on the Streatham campus. Students may also make use of the special collections held in Cornwall and Exeter, including the 'Chris Brooks collection' of nineteenth century primary and secondary sources, the Bill Douglas Centre collection of film, TV and media resources, the maritime history collection at the National Maritime Museum, Cornwall, and the Cornish Studies Library at Redruth. For dissertation work, in particular, students have an excellent range of libraries and archives within the county, and are also encouraged to use collections outside Cornwall, for which letters of introduction are written as necessary.

Both Schools provide a Personal Tutor System for students based on the principles contained in the TQA Manual Code of Good Practice for Personal Tutor Systems. Students are allocated a personal tutor who will be available for discussion of any problems or queries. It is the practice on this degree to assign all students in each intake cohort to one of the two departments in turn. In normal circumstances, the student will remain with the same tutor throughout his or her time at Tremough. The tutor is available through office hours but also sees the tutee as a matter of course three times a year: once at registration (September/October); once for a structured annual appraisal of their performance (January); and once to discuss examination results and overall performance at each stage (June). The appraisal is particularly important – here, students discuss a pre-completed self-appraisal with their tutor, and agree an 'action plan' to consolidate and improve performance over the coming year. Personal tutors report to the Programme Leader. The Personal Tutor Scheme is overseen by the two Heads of School.

Both Schools ensure that a full record of the student's attendance, marks and seminar contribution is maintained over the duration of the programme. For History, records of attendance, submission of work and marks will be delivered through the BART system, and seminar contributions will be monitored through WebCT submissions.

Information Technology (IT) Services provide a wide range of services at the Cornwall Campus throughout the University including open access computer rooms, some of which are available 24 hours, 7 days a week. Helpdesks are maintained on the Cornwall and Exeter campuses, while most study bedrooms in halls and flats are linked to the University's campus network. E-mail is a standard channel of communication between students and staff. Student support materials, e.g. module descriptions and reading lists are available on the SALL web-site or via WebCT for History modules.

SALL has an Educational Technologist who has overseen the embedding of the e-learning platform WebCT into all undergraduate SALL modules. In conjunction with module convenors, the technologist is responsible for building and maintaining sites which house all module material. There will also be a WebCT site for each History module, built and maintained by the module convenors and a member of Cornwall campus IT Services staff, part of whose time is devoted to WebCT at Tremough.

The University provides a wide range of student support services at the Cornwall Campus including:

- Student Counselling Service
- Study Skills Service
- Falmouth and Exeter Student Union (fxu)
- Disability Resource Centre

Students taking degrees 'with Study Abroad' are overseen by the University's Study Abroad Office, full details of which are available at <http://offices.exeter.ac.uk/international/index.php>. HuSS complies with the University's Code of Practice on Student Study Abroad and placements, for which see <http://admin.exeter.ac.uk/academic/tls/tqa/Part%205/5Fabroad.pdf>. The name of the member of staff acting as School Coordinator for Socrates-Erasmus is made known to students before they leave the University, and this person is responsible for liaison and oversight of the student's progress during the year abroad.

The Cornwall Campus Careers Advisory Service provides expert advice to all students to enable them to plan their futures, through guidance interviews, psychometric testing, employer presentations, skills events, practice job interviews and CV preparation.

The School and the University are pleased to welcome students with disability and provide extensive support services. The disability Resource Centre will develop a Personal Learning Plan for any student with disability, and this plan will enable the School to maximise the accessibility of the programme with support from the Personal Tutor in consultation with the School Disability Liaison officer and other members of the School. Almost all modules are classroom based and can be made accessible to students with a broad range of disabilities. However, the Dissertation normally requires students to undertake archival work, which may involve planning ahead to meet student needs. Students are encouraged, where possible, to contact their Personal Tutor and the Disability Liaison Officer in the semester before the Dissertation to enable forward planning.

In accordance with University policy, the Cornwall Campus has a Combined Honours Student/Staff Liaison Committee, of which undergraduate representatives of these degrees (and the staff Programme Co-ordinators) are members. This allows students to contribute directly to the enhancement of educational and other provisions of the programme.

Candidates must satisfy the general admissions requirements of the University and of the Schools of Arts, Languages and Literatures and Humanities and Social Sciences. Our 'Typical offer' is intended as a guide only. We expect this to be our 'average' offer but reserve the right to make offers at both a higher and lower level than that indicated, based on individual applications. Our typical offers for entry in 2010 will be as follows:

School/College leavers:

GCE AL: AAB – ABB at GCE AL (A2), with a GCE AL grade B in English Literature or English Language and Literature.

International Baccalaureate: 34-31 points.

Non-school-leavers and overseas students:

Non-school leavers and overseas students are considered on an individual basis. Overseas students must show proficiency in the English Language and have an appropriate qualification (e.g. Certificate of Proficiency in English of the Cambridge Local Examinations syndicate, IELTS, TOEFL, or other equivalent examinations). Non-school-leavers will normally be interviewed and will be expected to have taken some recognised systematic course of study within the last three years (e.g. Access courses, Open University, GCE etc.).

Admissions information relating to disability, widening participation and mature entry

The full university disability statement is at:

<http://www.ex.ac.uk/disability/statement/>

The university's widening participation web pages are at

<http://education.exeter.ac.uk/projects.php?id=112>

Information for mature students is at

<http://www.exeter.ac.uk/cornwall/studying/undergraduate/mature.shtml>

16 | Regulation of Assessment and Academic Standards

Each academic programme in the University is subject to an agreed School assessment marking strategy, underpinned by institution-wide assessment procedures. The security of assessment and academic standards is further supported through the external examiners appointed for each programme. Their responsibilities are described in the University's code for external examiners and include access to draft papers, course work and examination scripts. Attendance at the Board of Examiners and the provision of an annual report are both required. Clear procedures are in place for the monitoring of these annual reports at both School and University level. See the University's Teaching Quality Assurance (TQA) Manual for details of these processes. (see <http://www.admin.ex.ac.uk/academic/tls/tqa/>)

17 | Indicators of Quality and Standards

The University and its constituent Schools draw on a range of data in their regular review of the quality of provision. The annually-produced Performance indicator Dataset details admission, progression, completion and first career destination data, including comparisons over a five-year time-span.

The School of Arts, Languages and Literatures was last subject to a TQA review by the QAA and reported on in February 1996. Provision, including provision on the Cornwall programme, was rated as 'excellent'. The History provision at Exeter was last assessed in November 2003 in a Developmental Engagement and was officially deemed 'satisfactory' (and unofficial feedback suggested that it would have scored in the 'excellent' range under previous assessment and marking regimes).

18	Methods for Evaluating and Improving Quality and Standards
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<p>The University has procedures in place for the regular review of its educational provision, including the annual review of both modules and programmes, which draw on feedback from such sources as external examiners' reports, student evaluation, student achievement and progression data. In addition, subject areas are reviewed very four years through a subject review scheme that includes external input. These procedures are recorded in codes of practice contained in the TQA Manual. In addition, nearly all subject areas are reviewed from time to time by the external Quality Assurance Agency for Higher Education; see the QAA web site for review reports on subjects at Exeter.</p>	
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