

BA: History and History of Art**UCAS code: VV14**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	History of Art, Architecture and Design, and History
Faculty of Arts and Humanities	Programme length: 3 years
For students entering Part 1 in 2003	Date of specification: July 2003
Programme Director:	Mr Roy Wolfe
Programme Adviser:	Dr Anne Lawrence & Dr Sue
Malvern	
Board of Studies:	History and History of Art
Accreditation:	Not Applicable

Summary of programme aims

The History element of the syllabus aims to familiarise students with an extremely broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. It also enables students to pursue their own interests through independent study and a substantial dissertation. Using a variety of approaches to the study of history, students will develop the ability to analyse change over time, to understand the nature of causal relationships, and to handle comparative, cross-cultural and abstract concepts. Additionally, students will refine the following subject-based skills: the collection and synthesis of large quantities of information; the critical evaluation of primary and secondary sources; the making of effective and substantial judgements, and engagement in debate on historical issues.

The History of Art element aims to provide a historical perspective on Western art and architecture since the Middle Ages. It will develop skills in independent study and provide for specialist study of chosen periods of art and architecture. The programme will provide a basis for interpreting both primary evidence and secondary literature in art history and for understanding the methods of analysis particular to the discipline, its changing priorities, approaches and focuses of study. It will promote a critical understanding of the relationship between contemporary conceptions of art and architecture and those of the past.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

History is a discipline that 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, students utilise powerful tools of research, analysis, and presentation associated with information technology through the location and retrieval of bibliographic and source material, the production and presentation of written work and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

In the History of Art and Architecture programme, students will develop an ability to articulate and substantiate their own points of view, evaluating evidence and using reasoned arguments.

They will be skilled at visual analysis, learning how to describe evidence from visual sources in oral and written forms. They will learn how to organize their own work schedule, to become independent and self-motivating and to take independent initiatives to develop their studies. They will understand ways of improving learning and performance, identification of weaknesses and their resolution, time management, and working with others. The programme will include opportunities to develop skills at making oral presentations and to use visual images to support an argument.

Programme content

Each Part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In Parts 2 and 3 students normally take a minimum of 60 credits in both subjects in each Part, although up to 20 credits in the History of Art can be taken from modules available elsewhere in the University.

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Part 1 (three terms)	<i>Credits</i>	<i>Level</i>
<i>Compulsory modules in History</i>		
HS1APH Approaches to History	20	C
HS1LMH Landmarks in History	20	C
<i>Optional module which may be taken only if the compulsory modules are also studied</i>		
HS1DSH Directed Study in History	20	C
<i>Compulsory modules in History of Art</i>		
HA1AA Approaches to Art History 1	20	C
HA1AB Approaches to Art History 2	20	C
<i>Optional module which may only be taken if the compulsory modules are also studied</i>		
HA1AH Art and Art Historians 1	20	C

Students must make up the remaining credits from modules chosen from the Faculty Part 1 handbook.

Part 2 (three terms)

In History, 60 credits of two modules from different Periods and their corequisite skills modules must be taken from the following:

Period and Skill in Medieval History from:

HS2PO1 Byzantine Empire 324-1453	20	I
HS2K01 Skills in Byzantine Empire 324-143	10	I
HS2P02 Britain and Europe, c.550-c.750	20	I
HS2K02 Skills in Britain and Europe, c.550-750	10	I
HS2P03 The Medieval West 1050-1200	20	I
HS2K03 Skills in The Medieval West 1050-1200	10	I
HS2P04 England 1272-1485	20	I
HS2K04 Skills in England 1272-1485	10	I
HS2P05 Women in the Medieval and Renaissance Worlds: England and Europe, c.1100-c.1650	20	I
HS2K05 Skills in Women in the Medieval and Renaissance Worlds: England and Europe, c.1100-c.1659	10	I

HS2P06	End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	20	I
HS2K06	Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth-centuries		I

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Period and Skills in Early Modern History:

HS2P31	Europe 1450-1600: Government, Culture and Society	20	I
HS2K31	Skills in Europe 1450-1600: Government, Culture and Society	10	I
HS2P32	Britain in Europe, 1500-1707	20	I
HS2K32	Skills in Britain in Europe, 1500-1707	10	I
HS2P33	First Industrial Nation: Industrial Growth in Britain, 1560-1880	20	I
HS2K33	Skills in First Industrial Nation: Industrial Growth in Britain, 1560-1880	10	I
HS3P34	Change and Stability in Europe of the Old Regime, 1500-1800	20	I
HS2K34	Skills in Change and Stability in Europe of the Old Regime,, 1500-1800	10	I
HS2P35	British History 1640-c.1800	20	I
HS2K35	Skills in British History 1640-c.1800	10	I
HS2P36	The Making of Early Modern Britain, 1450-1640	20	I
HS2K36	Skills in The Making of Early Modern Britain, 1450-1640	10	I

Period and Skill in Modern History:

HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P62	Union and Disunion: The United States from Revolution to Reconstruction, 1763-187	20	I
HS2K62	Skills in Union and Disunion: The United States from Revolution to Reconstruction, 1763-1877	10	I
HS2P63	Themes in the Social History of Europe 1789-1914	20	I
HS2K63	Skills in Themes in the Social History of Europe 1789-1914	10	I
HS2P64	Questions of Labour History, 1800-1939	20	I
HS2K64	Skills in Questions of Labour History, 1800-1939	10	I
HS2P65	Region, Nation and and Global Power. The United states, 1865 to the Present Day	20	I
HS2K65	Skills in Region, Nation and Global Power. The United States, 1865 to the present day	10	I
HS2P66	Imperial Britain, 1815-1982	20	I
HS2K66	Skills in Imperial Britain, 1815-1982	10	I
HS2P67	A People and a Nation: A Social History of the United States, 1815-1945	20	I
HS2K67	Skills in A People and a Nation: A Social History of the United States, 1815-1945	10	I
HS2P68	Europe since 1870, The Fortunes of the Nation State	20	I
HS2K68	Skills in Europe since 1870, The Fortunes of the Nation State	10	I
HS2P69	Modern British History: The Changing Role of the State since 1870	20	I
HS2K69	Skills in Modern British History: The Changing Role of the State since 1870	10	I
HS2P70	American State and Society and the Wider World, 1890-1990	20	I
HS2K70	Skills in American State and Society and the Wider World, 1890-1990	10	I
HS2P71	Women in Society: a comparison of Britain and America from 1850	20	I
HS2K71	Skills in Women in Society: a comparison of Britain and America from 1850	10	I

HS2P72	The Development of Modern Britain: Town and Country since 1800	20	I
HS2K72	Skills in The Development of Modern Britain: Town and Country since 1800	10	I
HS2P73	The Poor and the Masses in Britain and France, 1789-1914	20	I
HS2K73	Skills in The Poor and the Masses in Britain and France, 1789-1914	10	I
HS2P74	Changing Perspectives in Irish History, 1801-1973	20	I
HS2K74	Skills in Changing Perspectives in Irish History, 1801-1973	10	I
HS2P75	An Historical Approach to British Rural Sociology	20	I
HS2K75	Skills in An Historical Approach to British Rural Sociology	10	I

In History of Art:

Compulsory module

20 credits

HA2ST	Study Trip abroad	20	I
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Optional modules:

40 credits to be made up from the following:

40 credits

At least 20 credits must be taken from options marked with an asterisk(*)

HA2FL	Art and Architecture in Fifteenth-century Florence*	20	I
HA2RO	Art and Architecture in Rome, 1500-1650*	20	I
HA2DU	Seventeenth-century Dutch Art and Architecture*	20	I
HA2EU	European Art 1770-1840	20	I
HA2NA	Art and Architecture in the nineteenth century *	20	I
HA2EM	Early Modernism and the Visual Arts	20	I
HA2MC	Modern and Contemporary Art	20	I
HA2MU	Museums*	20	I
HA2TA	20 th century Architecture: Modern Movements to 1950*	20	I

Students may replace the equivalent of 20 credits with a 20 credit module in another department, by arrangement.

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

Part 3 (three terms)

Credits Level

All students take a bridging dissertation which combines History and History of Art.

Compulsory module

HS3JDA	Dissertation	40	H
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In History (60 credits)

Compulsory modules

Students choose either two optional 20 credit Topic modules to make a total of 40 credits or a Special Subject consisting of two corequisite modules of 20 credits each, totalling 40 credits.

Topics

HS3T01	The Vikings	20	H
HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3T03	Art and Society in France and Italy in the High Middle Ages	20	H
HS3T04	German Imperial Age	20	H
HS3T05	The Medieval Town	20	H

HS3T06	Hundred Years War	20	H
HS3T07	The Church in England in the Middle Ages	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from the Peace of Lodi to the Battle of Lepanto	20	H
HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T12	English Rural Society, 1793-1914	20	H
HS3T13	The French Revolution	20	H
HS3T14	'Integrating America?': Immigrants in American Society, c.1815-1945	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	Green and Pleasant Land: The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T18	The 'New South': 1895-1940	20	H
HS3T19	Women in Britain, 1919-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and Resistance	20	H
HS3T21	The Nuremberg Trial and the Third Reich	20	H
HS3T22	Hidden History: The Intelligence Service and British Politics, 1911-1985	20	H
HS3T23	Popular Protest and Political Change in America, 1930-1980	20	H
HS3T24	Modern American Utopias	20	H
HS3R25	Medieval Magic and the Origins of the Witch-craze	20	H
HS3T26	The English Nobility 1500-1642	20	H
HS3T27	Women and Politics in England, 1485-1660	20	H
HS3T28	De Gaulle's France, 1890-1970	20	H
HS3T29	Labouring Women in the English Countryside, 1800-1870	20	H
HS3T30	Ireland and the English in the Middle Ages	20	H
HS3T31	From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945	20	H
HS3T33	The Weaker Sex? Women in Britain, 1850-1914	20	H
HS3T34	An Historical Approach to British Rural Sociology	20	H
HS3T35	Religion, Society and Politics in France, 1789-1914	20	H
TY2BH	Book History: from clay tablets to computer screens	20	I
IT207	Italian History and Society since 1945: Conflict, Consumerism And Change	20	I
IT314	The South since 1860: Images and Reality	20	H
FR207	France in the Age of Revolutions, 1750-1870	20	I
FR209	Five Wars and Three Republics: France 1870-1962	20	I
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H
CL3RM	Renaissance Medicine	20	H

Special Subject (A & B):

A and B papers are co-requisites in all cases

Special Subjects (A & B)

HS3S01	Gregory of Tours and his World, A	20	H
HS3S51	Gregory of Tours and his World, B	20	H
HS3S02	The Crusader States in the Twelfth Century, A	20	H

HS3S52	The Crusader States in the Twelfth Century, B	20	H
HS3S03	The Reign of Richard II	20	H
HSES53	The Reign of Richard II, A & B	20	H
HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B H		20
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HSES55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S07	Agriculture and Society in Early Modern England, A	20	H
HS3S57	Agriculture and Society in Early Modern England, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H
HS3S09	The American Revolution, A	20	H
HS3S59	The American Revolution, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H
HS3S11	Priests, Prelates and People: Religious Life in Nineteenth, Century France, A	20	H
HS3S61	Priests, Prelates and People: Religious Life in Nineteenth Century France, B	20	H
HS3S12	Intellectual and Cultural Revolution in Europe, 1880-1930, A	20	H
HS3S62	Intellectual and Cultural Revolution in Europe, 1880-1930, B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H

HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H
HS3S68	Sex and Society in Victorian Britain, B	20	H
HS3S19	The Countryside in English Culture, c 1750-1939, A	20	H
HS3S69	The Countryside in English Culture, c.1750-1939, B	20	H

In History of Art (60 credits):

Optional modules:

40 credits to be made up from the following.

40 credits

At least 20 credits must be taken from options marked with an asterisk(*).

HA3IM	Issues and Methods	20	I
HA3BR	Brunelleschi*	20	H
HA3RA	Raphael	20	H
HA3VE	Myths of Venice *	20	H
HA3EB	English Baroque Architecture*	20	H
HA3GO	Goya	20	H
HA3RF	Representing the figure: Late 19 th and early 20 th century painting	20	H
HA3AW	Art, War and Gender in the twentieth century	20	H
HA2OI	Object and Installation in Modern Sculpture	20	H
HA3MB	Modern Bodies: Modern Art	20	H
HA3TP	Theories and practices in twentieth century architecture*	20	H

Progression requirements

- To proceed from Part 1 to Part 2 students should achieve an overall average of 40% in 120 credits taken in the examination, and at least 40% in 20 credits of History and in 40 credits of History of Art. *Nb, candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
 - To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination.
 - In both cases they should achieve not less than 30% in any 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(s) with reasonable diligence and has not been absent from the examination without reasonable cause.
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Summary of teaching and assessment

At Part 1, teaching is by lectures and seminars. For those taking the Directed Study in History, individual supervision is provided. Assessment is by a mixture of coursework and timed examination. At Part 2 teaching is by lecture, seminar and tutorial and for Part 3 by seminar. Assessment is by a mixture of coursework, portfolios of work, and timed examination. Course work is normally weighted 20%; the details are given in module descriptions. The dissertation is supervised in a series of tutorials with an individual supervisor and is assessed as coursework and through oral presentation.

The conventions for classification are included in the Programme Handbooks but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

Entrants to this programme are normally required to have obtained:

UCAS Tariff: 3 A2 280pts. 3 A2 and 1 AS 300pts, including at least one grade B at A2.

International Baccalaureat: 31pts

Irish Leaving Certificate: BBBB

Scottish Highers 280pts

GNVQ 280pts

GCSE/O level Modern foreign language recommended

All applicants are considered on their individual merits and the School/Department may vary these requirements if it sees fit.

Mature applicants. Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the Admissions Secretary who will pass your query to an appropriate Admissions Tutor. The current Admissions Secretary is Mrs Elizabeth Berry who can be contacted by:

Telephone – 0118 931 8148

Email – e.l.berry@reading.ac.uk

Fax – 0118 931 6440

As well as by post.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses 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 the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

Within the providing Schools, additional support is provided through subject-specific reading rooms containing essential course texts, reference works, some current periodicals and photocopying facilities. There is also a slide library containing 84,000 slides from all periods of art and architecture history which students will consult as part of their studies. It includes resources in video tapes and computers. First hand study of works of art is provided through particular classes taught in museums, art galleries or on architectural visits and by a period of study at a centre abroad, as well as through the History of Art department's own collections mainly of drawings. Each student is assigned a Course Adviser, normally their personal tutor, to

advise on their choice of modules within the programme, supported by comprehensive Programme Handbooks issued to each student individually which include extensive advice on study skills. In the History School, students are supported and advised by the Director of Teaching and Learning. There is also 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.

Liaison Officers for both History and History of Art coordinate the programme.

Career prospects

A number of specialised careers are open to History and History of Art graduates, such as jobs in museums, auction houses, and increasingly the heritage and leisure industries. Their visual skills also make them attractive to the advertising industry. In addition the skills which History and History of Art graduates acquire, such as analytical abilities, problem solving, research skills, independence and adaptability, mean they are sought after for jobs in a wide range of fields, including publishing, teaching, social work, accountancy, personnel, banking and commerce, retailing, marketing, IT, civil service and local government. A number of students go on to post-graduate study in either History or History of Art, at MA and also at PhD level, both at Reading and elsewhere.

Opportunities for study abroad or for placements

Students in History and the History of Art have the opportunity to spend a period of study abroad during Part 2 as part of the Socrates scheme. History of Art operates such an exchange with the University of Pisa and the University of Lyons.

Educational aims of the programme

The programme aims to provide a solid framework for exploring the broad sweep of post-classical history and the complex interplay between cause and effect in the historical process and, also, the changing nature and functions of the visual arts in Western culture. The History component develops the student's knowledge of events, structures, and historical agents or actors and a critical awareness of the variety of ways in which the past has been interpreted in historical writing. The History of Art component aims to promote a critical understanding of the visual art, artistic and architectural practices, and aesthetic traditions of Western society. It will relate the production and reception of works of art to specific aspects of the culture and society in which they were produced. It will foster a critical understanding of the relationship between contemporary conceptions of art and architecture and those of the past. It aims to stimulate the student's academic and personal development and to extend and deepen their range of intellectual skills and abilities.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. The broad sweep of post-classical history and its principal divisions.2. a broad range of Western art and architecture from the Middle Ages to the present day.3. A range of historical eras and cultures and specialist knowledge of certain chosen periods of art history.4. The nature of debate and dispute in historical writing and key issues and current priorities in art and architectural history including conflicting interpretations and specific methods of analysis germane to history of art and architecture.5. The nature and variety of historical sources as defined by period and culture and methods of interpreting visual artefacts and comprehending their functions and meaning.6. Technical language of the subjects.	<p>Teaching/learning methods and strategies</p> <p>Basic knowledge is provided through formal lectures in Part 1, supported by set tasks for practising the elementary analysis of written texts and visual artefacts. Feedback is initially through tutorials, seminars and through formative coursework. Specialist knowledge and deeper understanding is fostered in the guided selection of period options at Part 2, where the teaching is seminar and discussion based. Feedback is provided through written responses to seminar participation and in formative assessed work. In later parts of the programme, and beginning at Part 2, students will take increasing responsibility for their own learning, fostered through the guided selection of increasingly specialised options and independent study, including a dissertation. Feedback is provided through tutorials and written reports on seminar presentations.</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework and unseen formal examinations. A dissertation and oral presentation also contribute.</p>
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Skills and other attributes

B. Intellectual skills – able to:

1. Structure, analyse and solve problems.
2. analyse and interpret written documents and visual artefacts and be able to demonstrate how primary and secondary sources interrelate.
3. use documentary and visual resources as evidence.
4. plan, organise and write a coherent argument.
5. transfer appropriate skills and methods from one topic within the subject to another.
6. plan, organise and conduct an independent enquiry.

Teaching/learning methods and strategies

How to analyse and interpret written documents and visual artefacts is constantly exemplified in formal lectures and is explored in seminars from the start of Part 1. Lectures and seminars will also demonstrate how to use different types of evidence in the construction of arguments and students will develop advanced skills in this through seminar presentations and coursework tasks. In the History of Art component, such skills are additionally fostered through opportunities to study visual artefacts at first hand including in the compulsory module involving study abroad. The ability to transfer knowledge from one area of the programme to another is evidence of high level performance. The ability to organise and structure arguments is emphasised throughout but particularly in compulsory modules and through modules in independent study and the dissertation.

Assessment

1-4 are constantly assessed in all parts of the programme including coursework and unseen examinations which also include compulsory questions analysing visual artefacts. 5 and 6 are particularly assessed in compulsory modules in independent study and the dissertation.

C. Practical skills – able to:

1. Develop and carry out individual research programmes and strategies.
2. identify, locate and record historical documents and visual sources.
3. memorise and be able to recall key features of different historical records and visual resources.
4. identify appropriate resources including the internet for the study of historical aspects and works of art.
5. Engage in group discussion and debate.

Teaching/learning methods and strategies

Identifying and interpreting historical records and visual artefacts and sources is taught from Part 1. This is a particular feature of the Approaches module in History, and in History of Art, assessed tasks test the student's ability to find and select appropriate visual evidence for analysis and comparison. Such skills are additionally fostered in Part 2 where greater emphasis is placed on increasingly complex and sophisticated analyses, including the ability to recall and use visual and other data from often disparate and widely separated sources and locations. 3 and 4 are taught throughout the course but particularly emphasised in the independent study tasks in Part 2 and dissertation in Part 3. 5 is featured throughout the programme.

Assessment

1-4 are assessed in all coursework, including an oral presentation related to the dissertation, and by written examinations and 4 is assessed in independent study tasks.

D. Transferable skills – able to:

1. use IT (word processing, and the internet)
2. evaluate evidence and use reasoned arguments.
3. describe evidence from visual sources in oral and written forms
4. give oral presentations
5. work as part of a team
6. use of library and archival sources
7. manage their time
8. plan their career.

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme. 2 and 3 are essential to success in all parts of the programme. 4 and 5 are increasingly emphasised in Part 2 and play a key role in Part 3, and 5 is a key skill in the compulsory module *Study Trip Abroad*. Career planning is emphasised in Part 2. Library and internet skills are required in the independent study module in Part 2 and the dissertation in level 3. Time management is essential for the effective completion of the programme.

Assessment

2 and 3 are assessed throughout in coursework and examinations. 4 is assessed in Part 3 and 6 in Part 2 and 3. The other skills are not assessed directly but their effective use will enhance performance in later modules.

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 expect 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 module and programme handbooks.