BA History and German   UCAS code: RV21

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	History, Modern languages
Faculty of Arts and Humanities	Programme length: 4 years
For students entering Part 1 in 2003	Date of specification: July 2003
Programme Director:	Mr Roy Wolfe
Programme Adviser:	Dr Frank Tallett and Miss Judith Hunter
Board of Studies:	History and German
Accreditation:	Not Applicable

Summary of programme aims

The programme aims to develop students' intellectual potential, enabling them to progress to a wide range of careers or to postgraduate study. Its multi-disciplinary approach aims to produce graduates who are competent communicators in spoken and written German, who are well-informed about German culture, history and current affairs, and are able to place Germany in the context of broader global and European patterns of historical development. Through the History element, students will engage with a broad chronological range but, also, are able to specialise in particular periods and topics of British, European and American history which provide both points of comparison and contrast with their studies of German history and culture.

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.

Students of German will develop their abilities to deal with intellectual problems effectively by locating information, assessing it critically, communicating independent points of view logically and clearly (both orally and in writing), and substantiating opinions with evidence. In the course of such activities, they will gain experience of using information technology, working in groups, and organising their own time. The period spent in Germany or Austria in their third year makes a significant contribution both to their personal and intellectual development. 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 the 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 student work and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

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.

Part 1 introduces the disciplines. The History modules focus on historical causation and contextualisation and the use of sources in the discipline. The German modules explore German history and culture and develop students' language skills according to their level of ability on entry. In Part 2 History students focus upon periodisation and the development of their disciplinary skills, while in German, students' language abilities are developed and they explore thematic aspects of German history and culture. The third year is spent in a German-speaking country, where students will experience German culture at first hand. During this period they will prepare for their dissertations in Part 3. In Part 3 students pursue specifically defined modules in depth in historical studies, translation, and German culture. At this stage, they are expected to work more independently and the dissertation involves a substantial research effort.

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):
Combined History and German students must acquire a minimum of 40 credits in History and 40 credits in German. Other credits to be acquired from modules listed below or in the Faculty Part 1 Handbook.

In History

Compulsory modules

HS1APH	Approaches to History	20	**C**
HS1LMH	Landmarks in History	20	**C**

Optional module which may only be taken if the compulsory modules are also studied
HS1DSH	Directed Study in History	20	**C**

In German Studies

Compulsory modules
Either (for students entering with A- or AS-level German or equivalent)

GM1AGL	Advanced German Language	20	C
GM1AGC	Advanced German History and Culture	20	C

Or (for students entering with GCSE German or equivalent)

GM1IGL	Intermediate German Language	20	C
GM1IGC	Intermediate German History and Culture	20	C

Optional module

GM1VAG	The Visual Arts in Germany	20	C

Part 2 (three terms)   *Credits*   *Level*
In History (60 credits)

Compulsory modules
Two modules from different Periods and their corequisite skills modules must be taken from the following:

Period and Skill in Medieval History from:

HS2P01	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	20	I
HS2K04	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.1650	10	I
HS2P06	End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	20	I
HS3K06	Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	10	I

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 German Studies (60 credits)

Compulsory modules

GM2L2	German Language II	20	I
GM2DU	Divisions and Unities	20	I

One of

GM2RRR	Reality, Reason and Revolution	20	I
GM2OP1	German Option Module 1	20	I

(German Option Module 1 will be made up of two short options chosen from a list to be provided)

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

Year Abroad (three terms in a German-speaking country)		*Credits*	*Level*
HS3HLD	Dissertation: Research and Development	20	H
GM3O40	Oral and Aural German	40	H
GM2LP	German Language project	20	I
Either:			
GM2S40	Scheine (full year)	40	I
or:			
GM2ASR or	Assistant's report	40	I
GM2WPL	Placement report.		
	Both GM2ASR and GM2WPL include within the 40 credits 20 credits for Work experience that do not contribute to the final assessment.		

Part 3 (three terms)	*Credits*	*Level*

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. All students take the Dissertation module.

Topics

HS3T01	The Vikings	20	H
HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3TO3	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 subjects
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	20	H
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

Code	Title	Credits	Level
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
HS3S14	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 H	The Countryside in English Culture, c.1750-1939, A		20
HS3S69	The Countryside in English Culture, c.1750-1939, B	10	H
HS3HLD	Dissertation	20	H

In German Studies (60 credits)
One of

Code	Title	Credits	Level
GM3GPT	German Language and Culture	20	H
GM3GSC	German Structure and Composition	20	H

Two to be chosen from a list of available options, currently including

Code	Title	Credits	Level
GM3PL	German Departmental Play	20	I
GM3GAR	Germany in the Age of Revolution	20	H

GM3V19	Nineteenth-Century Vienna	20	H
GM3WR	Culture and Society of the Weimar Republic	20	H
GM3GDR	The GDR: Politics, Society and Culture	20	H
GM3BU	Beyond Unification: German Novels of the 90s	20	H

Progression requirements

(a) To proceed from Part 1 to Part 2 students should obtain a mark of 40% in one of their compulsory History modules and in two modules in German, and must have achieved an average of 40% in the Part 1 examination as a whole. *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*;

(b) To proceed from Part 2 to the Year Abroad students must obtain a mark of 40% in the compulsory modules in History and in German Language II and must obtain an overall average of 40% in the 120 credits at Part 2;

(c) In both cases, students 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 the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

(d) To proceed from the Year Abroad to Part 3, students must satisfy the examiners that they have completed an approved programme of study or employment in a German-speaking country and handed in the work and assignments required by the programme.

Summary of teaching and assessment

In History, at Part 1, teaching is by lectures and seminars. At Parts 2 and 3, it is principally by seminars. The Part 3 Dissertation is supervised in a series of tutorials with an individual supervisor. Part 1 modules are assessed by examinations while modules in Parts 2 and 3 are assessed by a mixture of coursework and timed examination. The Part 2 Skills modules are assessed through portfolios of skills while the Dissertation is assessed both as coursework and through oral presentation.

In German, language modules are taught in small groups; other modules typically involve a mixture of lectures and small-group seminars. Most modules are assessed by a mixture of coursework and formal examination; the Year Abroad module *Scheine* will be assessed on the basis of certificates gained at the German or Austrian university, and the *Oral/Aural* module will be examined at the beginning of Part 3.

To be eligible for Honours, students must normally have obtained an overall average of 40%.

The conventions for assessment and classification are included in the Programme Handbooks, but it should be noted that Part 2 modules and year Abroad I-level modules will count for 33% of final assessment, and Year Abroad H-level modules and Part 3 modules will count for 67% of final assessment.

Admission requirements

Entrants to this programme are normally required to have obtained:
A level: Either: 280 points over 4 subjects, including at least 2 A2, or: 260 points over 3 subjects, including at least 2 A2. There is no requirement that History should have been studied at A2 but entrants should normally have a B in German. (Two AS grades are accepted in place one A level); or
International Baccalaureat: 31 points preferably with History Grade 5 or 6; or
Advanced GNVQ: 2 units at Distinction and Grade C or higher at A level or 18 units at Distinction; or
Scottish Highers: 4 Bs or equivalent thereof.

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.

Handbooks are provided to students in the first year. They are also available on the internet: http://www.reading.ac.uk/german, and http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm. The University Library is particularly well stocked with works relating to many different aspects of European History and German culture, and the Faculty possesses a video suite to support cinema studies. The Departmental Libraries contain a range of reference works which can be used by students and offer congenial study spaces. The Department of German Studies has a programme adviser for each part of the programme and provides detailed course handbooks for each section of the programme; a series of discussions, talks and academic courses is provided to prepare students for the Year Abroad. In the History School, students are supported and advised by the Degree Course Tutor. 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 German coordinate the programme.

Career prospects
Graduates in History and German are trained in clear thinking, language skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. Past graduates have used their degree as a springboard for various areas of employment both in Britain and abroad. Jobs have included accountancy, banking and commerce, law, publishing, 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 either History or German, both at MA and PhD level, at Reading and elsewhere.

Opportunities for study abroad or for placements
Subject to arrangements made in exceptional cases only, all students on this programme spend their third year abroad, as an assistant teacher, or on a work placement, or at a university with which the University of Reading has a Socrates exchange agreement: (in Germany) Augsburg, Düsseldorf, Freiburg, Göttingen, Heidelberg, Regensburg, Potsdam, Trier, Tübingen, and (in Austria) Graz, Linz, Vienna.

Educational aims of the programme

Through studying History and German students will develop their communication skills in order to express themselves, both orally and on paper, in a clear fashion. More specifically, they should have acquired a competence which comes as near as possible to that of an educated German person in the reception and production of standard (non-technical) spoken and written German. They will develop a capacity to interact with their peers; will be trained to seek out and assess the importance of relevant documentary information; and will be adept at applying their knowledge to the formulation and resolution of problems. Students will also cultivate general intellectual skills: clear and well-structured prose; logical reasoning and argument; the meeting of deadlines; the organisation of time; knowledge of bibliographic and annotation systems; data handling; and a broad understanding of the human experience. Particular parts of the programme will also have enabled students to develop relevant IT and Career Management skills.

Programme Outcomes

By the end of the programme, students are expected to be able to

1. understand native-spoken German within an educated environment and to communicate orally with fluency and accuracy;
2. write accurately in German with an appropriate understanding of the implications of register and style;
3. read and understand a variety of historical and literary texts from different periods and discuss their significance in their cultural contexts;
4. express clearly-constructed, soundly based arguments about the works and topics studied, making effective use both of published studies and of their own independent judgement.

Knowledge and Understanding

A. Knowledge and understanding of:
1. A wide range of German vocabulary and idiom, and also the fundamental aspects and concepts of German grammar and syntax (and important contrasts with English)
2. The broad sweep of post-classical history and its principal divisions
3. Core aspects of German history, society, literature and culture post-1900, together with a selection of additional topics in German history, society, literature and culture
4. Key approaches and methods of historical and political and/or literary and cultural analysis
5. A range of eras and cultures and more focussed historical themes and issues
6. The contextualization of forces, events, and individual experiences in the historical process
7. The nature and variety of historical sources as defined by period and culture

The nature of debate and dispute in historical writing and critical analysis.

Teaching/learning methods and strategies
1. Development of the skills of reading, writing, listening and speaking German is by small-group learning and regular non-assessed coursework. The Year Abroad in a German-speaking country offers immersion in German language and culture.
2. Acquisition of aspects 2 – 8 is by lecture,workshop,seminar, tutorial and/or interrupted lecture. Students are expected to undertake independent reading and research from sources indicated in module bibliographies (library, internet), in order to gain fuller understanding of the topic and its context.

Assessment

The assessment of knowledge is by a combination over the whole degree of seen and unseen examination, coursework essays, oral examination, portfolios of skills, and dissertation. Knowledge and Understanding are also tested by a viva voce examination attached to the Dissertation.

Skills and other attributes

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
1. Analyse and interpret historical, literary or cinematic works in their cultural, socio-economic and political contexts 2. Apply literary and historical concepts 3. Read a variety of texts closely and critically 4. Identify problems and issues and conduct lucid arguments in support of a case, using evidence appropriately 5. Think critically and independently and be able to reflect on one's own positions and to challenge received conclusions 6. Accumulate and apply information in a structured manner and to be able to demonstrate the interrelationships between primary and secondary sources 7. Demonstrate and exercise independence of thought and sensitivity to cultural difference	Intellectual skills are developed through the teaching and learning programme outlined above. Each module involves discussion of the key issues, practise in applying key concepts both orally and in writing, analysis and interpretation of material and, where appropriate, individual feedback sessions on work produced. 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 judgements. The Dissertation requires students to engage creatively and critically with primary sources and/or historical interpretative works. *Assessment* The variety of assessment methods employed places great emphasis on the learner's ability to demonstrate skills through the production of coherent written and oral responses to the tasks set. Throughout the programme skills are assessed through a combination of coursework essays and examinations and all of the skills are relevant to the production of the dissertation.

C. Practical skills – able to:	**Teaching/learning methods and strategies**
1. speak, write, read and understand German at high or a near-native level of proficiency; 2. develop and carry out individual research programmes and strategies; 3. apply key methods and concepts of linguistic and literary and/or historical analysis; 4. make clearly-constructed written and oral presentations and to engage in critical argument using relevant evidence or theoretical approaches; 5. acquire bibliographical and research skills through the retrieval and selection of information from a variety of sources. 6. Organise and negotiate a period of residence abroad	All students receive initial guidance on how to identify, locate and use material available in the university and departmental libraries and elsewhere. Detailed bibliographies are provided at the outset of each course. Classes and tutorials are given to all students on the production of essays and literary, historical or linguistic concepts. Language classes are compulsory in every year, and much primary and secondary reading material is in German. The year abroad further promotes the active learning of German to a high level. *Assessment* Skill 1 is assessed by orals and unseen written examinations. There is regular unassessed coursework. Skills 2-4 are assessed through a pattern of coursework essays, a portfolio of skills, and examinations. Skill 5 is developed throughout the programme but is particularly relevant to the dissertation. Skill 6 is a progression requirement, although only the academic components are assessed.

D. Transferable skills – able to:
1. structure ideas and communicate them effectively orally and in writing;
2. manage time and work to deadlines;
3. participate effectively in groups;
4. work independently;
5. find information and use information technology;
6. be responsible and self-reliant;
7. assess the relevance and importance of the ideas of others;
8. Show sensitivity to cultural differences;
9. Make informed career plans.

Teaching/learning methods and strategies
All modules require regular written and oral work, enabling the student to develop understanding and the need for effective and coherent expression (skill 1). Skill 2 is learnt through the management of different deadlines for different modules within the programme and is a focus of initial one-to-one session under the PARS student development scheme. Skills 3 to 7 are developed from the outset in seminars or interrupted lecture. Skills 6 and 8 are especially developed during the year abroad, its importance being established during the preparatory session in year 2. IT skills are encouraged and developed by being an integral part of much teaching from year 1 onwards. Vocational awareness is promoted by the Careers Management Skills module.

Assessment
Effective communication of ideas is a major criterion for the assessment of student's work, including organisation of material, problem-solving skills, justified reasoning and logical arguments and fluency – clear introduction, clear presentation of argument and full conclusions. Written skills are examined at every stage both under timed conditions and in course work. Oral skills are examined in the viva voce associated with the Long Dissertation. Clearly notified penalties are imposed on students not adhering to deadlines or who plagiarise. Students are encouraged to use technology-enhanced language learning, but this skill is not formally assessed.

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.