



**1. Programme Title(s) and UCAS code(s):**

BA English and History VQ13

BA English and History with a Year Abroad\*

\*Students may only enter these degree programmes by transferring at the end of year 1

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:** Full-time

**b) Type of study:** Campus-based

**4. Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

Year Abroad variant:

The normal period of registration is four years

The maximum period of registration is six years

**5. Typical entry requirements:**

320 points from 3 A2 levels (example ABB). English and History are each required at A2 level. General Studies accepted as one of the three A2 levels. International Baccalaureate: Pass

Diploma with 32 points, including 6 in Higher Level English. European Baccalaureate: pass with 70 % overall, including 8 in English.

**6. Accreditation of Prior Learning:**

Accreditation of prior learning may be considered for entry into the second year of the course if the student has completed a first year on another English or English related course at university; has completed modules with content comparable to the first year in topic and level; and has passed at a high level (normally a 2:1 average overall). This is dependent on places being available on the programme.

**7. Programme aims:**

The programme aims to:

- to enable students to explore their interest in History and English language and literature and to provide a syllabus with range, intellectual progression and opportunities for independent study;
- to foster students' independent thinking and judgement;
- to provide an attractive curriculum that draws on the research expertise and teaching strengths of the Department of English and the School of History;
- to develop students' skills in close reading and literary and historical analysis;

- to develop students' ability to carry out independent research;
- to develop students' ability to communicate clearly and effectively;
- to deliver learning opportunities through lectures, seminars, workshops and individual supervision;
- to enable students to develop and demonstrate a range of skills necessary for the study of History and English at undergraduate and postgraduate level;
- to enable students to develop transferable skills necessary for successful career development and effective independent learning;
- to encourage original thought through the study of English and History as complementary investigations of text and context;
- [For those on the Year Abroad] To enable students to develop and broaden their learning experience in English and History by studying at a non-UK, European University;
- [For those on the Year Abroad] To enable students to develop their linguistic abilities, by attending lecturers and classes and completing assessments in the native languages of a non-UK, European University;
- [For those on the Year Abroad] To enable students to enrich their all-round educational and personal development by studying at a non-UK, European University.

#### **8. Reference points used to inform the programme specification:**

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- [QAA Benchmark statement for English](#)
- [QAA Benchmarking statement for History](#)
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review (2012)
- First Destination Survey
- National Student Survey
- Graduate Survey
- Student-Staff Committee student surveys and committee discussion reported in minutes
- External Examiners' Reports
- Annual Development Review
- United Nations Education for Sustainable Development Goals

## 9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(a) Discipline specific knowledge and competencies</b>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
Demonstrate mastery of an appropriate body of historical, literary, critical and linguistic knowledge and practice.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises.
<b>(ii) Understanding and application of key concepts and techniques</b>		
Demonstrate understanding of a range of approaches, issues and concepts in both History and English Language and Literature.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, computer-based exercises and problem-based exercises.
<b>(iii) Critical analysis of key issues</b>		
Demonstrate understanding of the history of literature and the historical differences between texts.  Reflect critically on the natures of history and of English Literature as disciplines.  Analyse historical processes through the assessment of continuity and change over a variety of time spans, places and settlements.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis.
<b>(iv) Clear and concise presentation of material</b>		
Present historical and literary problems and arguments in a variety of written and oral formats.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks, seminar presentations, contributions to discussions.
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence.  Marshall appropriate evidence in close reading, interpretation and contextualization.  Use evidence effectively in the construction of arguments.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion.
<b>(vi) Other discipline specific competencies</b>		
Demonstrate imagination, sensibility and linguistic fluency.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
To present arguments in a range of registers and to audiences with different needs.  <i>[Year Abroad programme]</i> To develop the ability to communicate orally in the language of the country of the European partner institution during the year abroad.	Seminars, workshops, group projects.  Language classes.	Oral presentations.  Oral presentations during the year abroad.
<b>(ii) Written communication</b>		
To present written arguments of varying lengths and levels of formality.  <i>[Year Abroad programme]</i> To develop the ability to write in the language of the country of the European partner institution during the year abroad.	Lectures, seminars, workshops, supervisions.  Language classes.	Essays, essay-based examinations, dissertation, group projects.  Essays and essay-based examinations, during the year abroad.
<b>(iii) Information technology</b>		
Use IT to effectively support their studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence.	Induction programme, computer practical classes, independent research.	Essays, independent research projects.
<b>(iv) Numeracy</b>		
Consider the uses of numerical data in historical analysis	Seminars, group projects, lectures, tutorials and numeracy classes, skills workshops.	Group projects, problem-based exercises, independent research projects
<b>(v) Team working</b>		
Solve problems collaboratively  Reflect on the value and challenges of group working	Group work for projects, workshops	Group projects and presentations, problem-based exercises, seminar contributions
<b>(vi) Problem solving</b>		
Solve literary critical, literary theoretical, literary historical and linguistic problems.  Address historical problems using contemporary sources and advanced secondary literature.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion.
<b>(vii) Information handling</b>		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information.	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(viii) Skills for lifelong learning</b>		
Demonstrate intellectual independence	Tutorials, career development programmes, resource based learning, personal development planning programme.	Portfolio, curriculum vitae, self-evaluation exercises
Reflect on your own and others learning		
Manage the time and resources available to you		

#### 10. Progression points:

In order to proceed to the second year of the course, a student must obtain 60 credit-units for three core modules of English and 60 credit-units for two core modules of History and one History option. Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed all modules in which a mark of less than 35% has been obtained.

In order to proceed to the third year of the course a student must obtain 60 credit-units for three core modules of English and 60 credit-units for History, to include the core module Perceiving the Past. Students must either take The Historian's Craft module if they plan to complete a History dissertation in the third year, or two approved History option modules, or one approved History option and one Variety module, if they plan to complete an English dissertation in the third year. The requirements for obtaining the credit-units for each of the six double-modules taken in English and History are the same as in the first year.

In accordance with Senate Regulation 5: Regulations governing undergraduate programmes of study, in cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

Degree classification is based upon modules totalling 240 credits (360 credits for the four-year variant of this degree programme) successfully accumulated from second and third year modules, in accordance with the requirements for the regulations of the degree.

For students on the Year Aboard programme in order to proceed to the fourth year of the course students must pass their year abroad. The year abroad does not otherwise count towards the final classification of the degree.

Students on the four-year variant of this degree programme must have no more than 30 credits outstanding before entering their third year (year abroad).

Students on the four-year variant of this degree programme must have no more than 30 credits of year two modules outstanding before entering their final year. A student who does not achieve the threshold level will normally be required to transfer to the three-year variant of this programme, but will be considered by a progression board on a case-by-case basis prior to entering the final year of their studies.

In cases where a student has failed to meet a requirement to progress he or she may be required to withdraw from the course.

### **11. Scheme of Assessment**

This programme follows the standard scheme of award and classification set out in [Senate Regulation 5](#).

### **12. Indications of programme quality**

According to a recent edition of the *Times Good University Guide*, the School of English falls within the top 10 English departments in England. We have consistently excellent results in the National Student Survey with ratings of 90% or over since the survey began in 2005.

In a recent Periodic Developmental Review, the panel's report on the School was extremely positive: 'Throughout discussions with both staff and students the Panel noted a very collegial and student-centered approach to all the School's activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel were impressed with the knowledge of the Chairs of the School's committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the Head of School who actively and knowledgeably oversaw the School's activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA codes of Practice and the University Codes of Practice.'

### **13. External Examiners**

The details of the English External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#)

The details of the History External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#)

## Appendix 1: Programme structure (programme regulations)

### BA ENGLISH AND HISTORY

#### FIRST YEAR MODULES

SEMESTER 1		
Core Modules		Credits
EN1020	The Novel Around the World	30
HS1002	The Shock of the Modern	15
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	15
<b>Semester Total</b>		<b>60</b>
SEMESTER 2		
Core Modules		Credits
EN1050	Renaissance Drama: Shakespeare and his Contemporaries	30
Optional Modules		
30 credits of approved History Optional Modules		
HS1012	Global History: Connections and Cultures in a Changing World 1750 to the present	15
HS1013	Great Britain: The State We're In	15
AM1004	US History since 1877	15
HS1016	Europe 1861-1991: Emancipation and Subjugation	15
<b>Semester Total</b>		<b>60</b>

\* Students will need to take a non-credit bearing induction course to teach study skills, etc. These are to be embedded within our new Induction programmes.

#### SECOND YEAR MODULES

SEMESTER 1		
<b>Students must choose 30 credits of English approved modules and 30 credits of History approved modules – to include HS2401*.</b>		
EN2010	Chaucer and Medieval Culture	30
EN2320	Renaissance Literature	30
HS2401	Perceiving the Past*	15
HS2232	Religious History	15
HS2237	All Bourgeois Now? Class in History, 1700-2000	15
HS2238	Global Cities	15
HS2307	Madness, Monarchy and Politics in Georgian Britain	15
AM2016	Americas Plural: Latin America and the United States	15
HS2302	Blood, Position and Power: The Nobility of Later Medieval England, 1066-1485	15
HS2328	Jack the Ripper: Crime, Popular Culture and Policing in Victorian Times	15
HS2353	Enter the Dragon: Modern Chinese History, 1839–1989	15
<b>Semester Total</b>		<b>60</b>
SEMESTER 2		
<b>Students must choose 30 credits of English approved modules and 30 credits of History approved modules.</b>		
<b>Students intending to follow Route A (English Dissertation) in year 3 must select one 15</b>		

**credit History module from each of List A and List B**

**Students intending to follow Route B (History Dissertation) in year 3 must select HS2500.**

<b>List A</b>		
EN2040	Sin and Redemption in Medieval Literature	15
EN2050	Love Wars: Gender, Writing and Society, 1660-1789 A	15
EN2350	Love Wars: Gender, Writing and Society, 1660-1789 B	30
EN2060	Concepts in Criticism	15
EN2360	Concepts in Criticism	30
HS2500	Becoming the Historical Researcher	30
HS2027	The Latin World: Ancient, Medieval and Modern	15
HS2311	Domestic Revolutions: Women, Men and the Family in American History	15
HS2329	A World Connected: Welfare, Economy and Government since 1945	15
HS2359	From Beer to Fraternity	15
HS2360	History in the Classroom	15
HS2802	Heritage Field Project	15
<b>List B</b>		
HS2234	Race and Ethnicity	15
HS2236	Histories of Violence	15
<b>Semester Total</b>		<b>60</b>



### THIRD OR FINAL YEAR

Students must take EITHER Route A in both semesters OR Route B in both semesters.

#### ROUTE A (English Dissertation route)

SEMESTER 1		
Select 60 credits, to include EN3010 Dissertation (30 credits)		Credits
<i>History options may be subject to change from year to year</i>		
EN3010	English Dissertation	30
HS3627	The Civil Rights Movement, 1945-1968	15
HS3681	You are what you wear? Clothing, fashion and belonging in the modern world	15
HS3688	The Golden Age of Anglo-Saxon Northumbria	15
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	15
HS3810	Abolitionists: Antislavery Activism in Britain and America, 1787-1865	15
HS3808	Gender, Crime and Deviance in Eighteenth Century Britain	15
<b>Semester Total</b>		<b>60</b>
SEMESTER 2		
Select 30 credits of English and 30 credits of History modules		Credits
<b>List A</b>		
EN3030	Modern Literature	15
EN3340	Post-War to Postmodern Literature	30
EN3111	Autobiography and American Literature	15
EN3015	Queering the Renaissance	15
EN3021	Literatures of Protest: Reading and Political Action	15
EN3035	Weird Fiction/Weird Film	15
EN3128	Late Victorian Gothic	15
EN3130	The Other in American Fiction and Film	15
EN3141	Representing the Holocaust	15
EN3144	The Thatcher Factor: The 1980s in Literature	15
EN3158	Jane Austen: The Novels, their Contexts and their Adaptations	15
EN3159	Modern European Fiction	15
EN3171	Historical Fiction	15
EN3175	Understanding Screenplays	15
EN3194	Tragedy	15
EN3199	Clinical Encounters?	15
EN3204	Writing for Laughs	15
EN3331	Advanced Sociolinguistics	15
EN3208	Sex and Sensibility: Women Writing, Revolution	15
EN3320	Medieval Worlds	15
<b>List B</b>		
<i>History options may be subject to change from year to year</i>		
HS3614	Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914	15
HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	15
HS3634	Apocalypse Then: The USA and the Vietnam War	15
HS3662	Crime and Punishment in African American History	15

HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	15
HS3691	Indigenous Peoples of the Americas, c1350-1650	15
<b>Semester Total</b>		<b>60</b>

### ROUTE B (History Dissertation route)

<b>SEMESTER 1</b>		
<b>Select 60 credits</b>		<b>Credits</b>
<b>Your selection must include the History Dissertation, one English option from List A and one English option from List B</b>		
<b>List A</b>		
HS3510	History Dissertation	30
EN3147	Romanticism: Revolutionary Writing from Blake to Shelley	15
EN3028	Victorians: <i>from Oliver Twist to The Picture of Dorian Gray</i>	15
<b>List B</b>		
<i>English Special Subject options may be subject to change from year to year</i>		
EN3004	Coming of Age in America: Representing Adolescence in Fiction and Film	15
EN3071	Forms of Modern Poetry	15
EN3078	Love and Death: The Nineteenth Century Novel in Russia and France	15
EN3102	Feminist Fiction	15
EN3045	Contemporary Black British and Black Asian Writing	15
EN3119	Writing Voices	15
EN3142	Criminal Women in Early Modern Literature	15
EN3151	Classical Worlds	15
EN3169	Detective Fiction	15
EN3174	Writing Prose Fiction	15
EN3209	The Living and the Dead in Nineteenth-Century Literature and Culture	15
<b>Semester Total</b>		<b>60</b>
<b>SEMESTER 2</b>		
<b>Select 60 credits, to include the History Dissertation and EN3340.</b>		<b>Credits</b>
<b>List A</b>		
HS3510	History Dissertation	15
EN3340	Post-War to Postmodern Literature	30
<b>List B</b>		
<i>English Special Subject and History options may be subject to change from year to year</i>		
EN3015	Queering the Renaissance	15
EN3021	Literatures of Protest: Reading and Political Action	15

EN3111	Autobiography and American Literature	15
EN3130	The Other in American Fiction and Film	15
EN3128	Late Victorian Gothic	15
EN3141	Representing the Holocaust	15
EN3144	The Thatcher Factor	15
EN3158	Jane Austen: Novels, Contexts, Adaptations	15
EN3159	Modern European Fiction	15
EN3171	Historical Fiction	15
EN3175	Understanding Screenplays	15
EN3194	Tragedy	15
EN3199	Clinical Encounters?	15
EN3204	Writing for Laughs	15
EN3331	Advanced Sociolinguistics	15
EN3208	Sex and Sensibility: Women Writing, Revolution	15
EN3220	Medieval Worlds	15
HS3614	Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914	15
HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	15
HS3634	Apocalypse Then: The USA and the Vietnam War	15
HS3662	Crime and Punishment in African American History	15
HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	15
HS3691	Indigenous Peoples of the Americas, c1350-1650	15
<b>Semester Total</b>		<b>60</b>

## **Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

### Guided Independent Learning

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

## **Appendix 3: Skills matrix**

See the relevant Skills Matrices for each of the respective Single Honours degree programmes.