



PROGRAMME SPECIFICATION FOR

BA IN HISTORY AND ECONOMICS

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| 1 | Awarding institution/body | University of Oxford |
| 2 | Teaching institution | University of Oxford |
| 3 | Programme accredited by | n/a |
| 4 | Final award | BA (Hons) |
| 5 | Programme | History and Economics |
| 6 | UCAS code | LV11 |
| 7 | Relevant subject benchmark statement | History; Economics |
| 8 | Date of Programme Specification preparation | 13 December 2002 Updated September 2008 |
| 9 | Educational aims of the programme | |
| <p>The programme aims to enable its students to:</p> <ul style="list-style-type: none"> • acquire a knowledge and understanding of the past, characterised by range, depth and conceptual sophistication; • acquire a knowledge of contemporary Economics through study in a structured, but flexible multidisciplinary framework; • engage and enhance their critical skills, imagination and creativity as an intrinsic part of an intense learning experience; • develop the skill of independent thinking, drawing on technical skills of investigation and exposition, and increased sensitivity to the human issues at the heart of the analysis of the past and of economic relations; • promote skills of relevance to the continued professional development of these disciplines, and which are transferable to a wide range of employment contexts and life experiences. | | |

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| 10 | Programme outcomes | | |
| A | Knowledge and understanding of: | | <i>Related teaching/learning methods and strategies</i> |
| 1 | a broad knowledge of past societies and of historical processes in terms of both chronological and geographical range | | Breadth of knowledge and understanding is ensured primarily by the broad time-frame and the focus on more than one society and its culture of the required British and General History courses. This is enhanced by the extensive list of optional subjects, involving a variety of approaches to historical enquiry. |
| 2 | a firm foundation of knowledge about the workings of the economy, and the relevant skills for the constructive use of that knowledge | | All economics courses emphasise the practical applications of economic analysis and theory. |
| 3 | how primary evidence is employed in historical and economic analysis | | Primary materials may be the subject of discussion in any of the courses. But detailed study of contemporary texts, of national and international statistical sources, and of works of art, photographs, films and other artefacts are essential to several elements of the course. In such courses students must master a range of assigned contemporary documentation and other evidence, which becomes the subject of class discussion and the basis of weekly tutorial work. |
| 4 | the development of History and of Economics as the subjects of professional study, the role played by conceptual frameworks and models in the investigation of the past and of economic relations, and the theoretical foundations of the disciplines | | All courses contain significant opportunities for theoretical reflection, and certain courses oblige it. |
| <p><i>Assessment</i></p> <p><i>Most aspects of the required knowledge and understanding are tested through written examinations, held during the course of the third and the ninth terms of the programme. Extensive preparation for the organisation and communication of such knowledge and understanding is provided in weekly tutorials, classes, and practice examinations. Understanding is particularly assessed on a continuous formative basis through the weekly tutorial, and oral presentations in classes..</i></p> | | | |
| B | Intellectual skills: the ability to | | <i>Teaching/learning methods and strategies</i> |
| 1 | exercise critical judgement and undertake sophisticated analysis | | There is emphasis throughout the programme on the skills relevant to the careful and critical reading and exegesis of secondary studies and primary texts, and the ability to gather, sift, synthesise and interpret data. These are recognised as making a particular contribution to the development of sophisticated analytical skills. |

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| 2 | argue persuasively | Practical written and rhetorical skills are honed within the weekly tutorial context, and in the classes associated with several elements of the course. Presentations in tutorials and classes from students must demonstrate the ability to identify issues, to formulate questions that are susceptible to demonstration, and to marshal evidence and analysis in a logical and coherent way. |
| 3 | approach problems with creativity and imagination | Developing the creativity and human sympathy of all students is integral to the programme. These attributes, allied to the exercise of disciplined imagination, are regarded as essential if students are to comprehend the often alien values and expectations of past societies and cultures. |
| 4 | develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion | All our learning strategies are designed to inculcate these skills, most particularly the vigorous argument that we seek to encourage in our frequent tutorials. |
| <p><i>Assessment:</i></p> <p><i>The formative assessment provided by tutorials and by classes is critical to the development and monitoring of the intellectual skills set out here. Students are subjected to weekly scrutiny on these skills through presentation and defence of written essay material in front of an established academic historian and one or more of the student's peer group.</i></p> | | |
| <i>C</i> | <i>Practical skills: the ability to</i> | <i>Teaching/learning methods and strategies</i> |
| 1 | write well for a variety of audiences and in a variety of contexts | Continuous scrutiny of written work, whether produced written for tutorial, class presentation or for written examination, aims to promote written work which is marked by well-structured and coherent argument, in a prose that is clear, fluent and elegant. |
| 2 | engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them; | Tutorials and other classes provide ample opportunity to develop and refine high level skills in oral discussion and presentation. |
| 3 | ensure, often working independently, that the fullest range of evidence and opinion can be brought to bear on a problem; develop research skills to this end | Students are trained to show a familiarity with an awareness of the variety of bibliographical resources – library catalogues; and electronic information systems – and to demonstrate an ability to identify and retrieve materials and commentary. |

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| 4 | understand the employment of quantitative and statistical analysis in the theory and practice of Economics | All economics courses develop this skill; several of them introduce the use of software packages for data-processing and statistical analysis. |
| <p><i>Assessment:</i></p> <p><i>Formative assessment through the weekly tutorial and other opportunities for class or seminar presentation enables a continuous monitoring of the development of practical skills. Termly reports identify both points of excellence and of concern, e.g. the ability to present and defend an argument or thesis convincingly and cogently. Opportunities for more formal assessment through college trial examinations ('collections') provide opportunities to assess and provide feedback on skills associated with timed written examinations.</i></p> | | |
| D | Transferable skills: the ability to | <i>Teaching/learning methods and strategies</i> |
| 1 | find information, organise and deploy it | Information retrieval is integral to all aspects of the programme. The opportunities presented by ICT are particularly emphasised. Subject-specific training on bibliographic resources, electronic datasets and texts, statistical methods, and collation and presentation tools is offered to all students, in association with Oxford University Computing Services (OUCS) and Oxford University Library Services (OULS). |
| 2 | draw on such information, and with a trained analytical intelligence, to consider and solve complex problems, in ways that are imaginative, yet sensitive to the needs and cultural expectations of others | These are the skills at the heart of our programme. They are eminently transferable to contexts beyond the university. |
| 3 | apply key concepts from economic theory to decision problems | The practical applications of economics are emphasised in the core courses, and in many of the advanced options. |
| 4 | work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with others | Self-direction is encouraged by the preparation of weekly essays, and particularly by the extended essay and thesis. Classes, organised by the faculty and within colleges, encourage collaboration. |
| 5 | effectively structure and communicate their ideas in a variety of written and oral formats | The ability to present ideas effectively and to respond to the ideas of others constructively is integral to the nature and construction of the programme. Formats used are: written weekly essay, extended essay, gobbet commentary, thesis, and oral presentation. |

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| 6 | plan and organise the use of time effectively | The ability to produce material within time constraints and against tight deadlines, whether within the framework of the written examination or in the programme of tutorials, is essential. Longer term planning is required for the thesis and extended essay. |
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Assessment:

The transferable skills identified in 1-6 above are essential elements of the programme. As such their presence or absence is the focus of much of the regular comment provided by tutors in their weekly contacts with students; and in the varying modes forms of formal feed-back provided to students throughout the course.

General teaching/learning methods and strategies

Each of the students' eleven assessed courses [see below, **section 11**] has a different teaching strategy. This depends in part on the nature of the subject matter, in part on its place in the cumulative process of learning over the three years. All involve the interweaving, in slightly different proportions, of three kinds of learning experience: lectures, classes and tutorials.

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| 1 | Lectures: these are associated with all first-year courses [items 1-4 in Section 11], and with the British and General History papers [item 9 in Section 11] and with the core courses in Economics [items 5, 6 and 7 in Section 11] taken in the second and third years of the programme; some support more specialised options, such as the Further subjects in Economics [item 11 in Section 11]. Most obviously they provide basic knowledge of the subject and of the methodology, historiography, and theories generated by its study. But they are not merely 'talking text-books'. Lectures provide examples of how complex materials can be organised into intellectually persuasive patterns, and so enhance the development of intellectual and practical skills. |
| 2 | Classes: these are organised either within individual Colleges or by the Faculty. The former are important elements of History courses involving focussed discussion of methodological themes [item 4 in Section 11] and of the three core economics courses. The latter are associated with courses undertaking advanced discussion of themes in History or in Economics. While all learning outcomes can be enhanced by classes, they have a particular purpose in the programme, since it is in making presentations to such classes, and in engaging in the discussion generated by them, that students gain their most sustained and formal experience of working co-operatively in groups. |
| 3 | Tutorials: The tutorial - usually a weekly meeting between one member of the academic staff, expert in the subject matter of the course, with two students each of whom prepares an essay on an agreed topic from within the course syllabus – is at the heart of the learning experience in this programme. Essays are written after the provision of a full reading list, supported by the faculty bibliographies that are provided for each course. The essays are criticised rigorously and constructively in terms of substance and style; the themes that they raise are explored in an open, in-depth discussion. The tutorial is the major vehicle in which the learning outcomes of this programme are secured: both the students' acquisition of knowledge and the fostering of their intellectual qualities and their practical skills |

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| 11 | Programme Structures and Features | |
| <p>Progression through this three-year programme is a process of interlinked consolidation and development. The base line is provided by student performance at the highest level prior to admission (<i>see 13 below</i>)</p> <p>On admission students will have demonstrated the ability:</p> | | |

- to distinguish and assess different points of view;
- to think in causal terms;
- to master the technical skills of essay-writing, including the clear presentation of relevant material ; and
- to analyse the significance of such material in relation to a given problem.

This course draws on this foundation, which is then reinforced by a series of introductory sessions in the student's first term. The programme expands students' knowledge, and cumulatively enhances their skills and intellectual qualities as a cumulative process. Alongside a constant pattern of formative assessment, the basic rhythm of the programme is provided by formal procedures of assessment at the end of the first year (Preliminary Examinations) and then at the end of the third year (Final Honour School).

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| A | <i>Learning in the first year</i> | |
| | Students work on four courses during the year, for examination in Preliminary Examinations at the end of it. | |
| | <i>Course</i> | <i>Comment</i> |
| 1 | Introductory Economics | This course provides an introduction to economic principles, equipping students with the concepts and tools which will be developed further in the later years of the course. The course covers both microeconomics and macroeconomics, and includes the mathematical techniques used in economics, mainly simple algebra and calculus. The microeconomics part of the course covers the functioning of the market economy: the decisions of households, the behaviour of firms; and the functioning of markets under competition and monopoly. The macroeconomics part of the course covers the determination of national income and employment, monetary institutions and the money supply, inflation, the balance of payments and exchange rates, and considers issues in macroeconomic policy relevant to the UK economy. It is taught by a combination of lectures, classes, and tutorials.. |
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| 2 | A period of general (essentially European) History [chosen from four periods] | All four courses combine the study of an extended period with geographical range. They are approached thematically, with an emphasis on the conceptual categories – of economy, culture, state and religion – which promote understanding of both what European nations have had in common and where they have differed. |

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| 3 | An Optional subject [chosen from three subjects] | All the subjects have a focussed chronological and geographical range, approach their respective topics from a socio-economic perspective, and require the intensive study of a selection of contemporary texts. |
| 4 | A supplementary subject [chosen from ten subjects] | All ten subjects encourage students to reflect critically on methodological issues raised by the practice of history. Some of these subjects additionally develop specific practical skills, as in that on Quantification in History (the course usually taken by students in this Joint School) or any of the seven options in which the study of important historical works is undertaken in their original language (option 4 c) Foreign Texts). |
| <p>Common to all these four elements is the assumption that students will build on their previous training, and that the path to a more advanced historical enquiry and discourse, while challenging, should not be too steep in its initial stages. All courses have demanding bibliographies, concentrating on the monograph and the article rather than on the textbook or ‘problem’ studies of pre-University work. These bibliographies are carefully designed and focussed, rather than exhaustive. All, save the smaller language-based courses, have dedicated lecture series designed to elucidate the key themes that bind the period, and make it more than an arbitrary chunk of years, or that introduce the key conceptual assumptions or historiographies that underpin the course. The themes of the lectures form the basis of tutorial work, and also form the foundation of the questions set in examination papers.</p> | | |
| <p><i>Assessment:</i></p> <p><i>The students’ progress will be monitored continuously in the tutorial. The regularity and relative informality of the weekly tutorials give students easy access to assistance if they encounter academic or personal problems, or both together. At the beginning of the second and third terms students will set a mock-examination in their colleges on the work done in the preceding term and receive diagnostic feedback from their tutors. The examination at the end of the year on all four papers provides a sound assessment of the students’ achievements and progress in the first year in relation to the Learning Outcomes set out in Section 10.</i></p> | | |
| B | <p><i>Learning in the second and third years</i></p> <p>Students work on seven or eight courses in their second and third years; their progress is assessed in an examination (Final Honour School) containing eight units at the end of the third year. The courses are:</p> | |

| | <i>Course</i> | <i>Comment</i> |
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| 5 | Macroeconomics (from examination in 2010, weighted as two thirds of a full-length paper) | Introduces the student to Macroeconomic theories and their policy implications; macroeconomic shocks and fluctuations; unemployment and inflation; exchange rates; interest rates and the current account; intertemporal adjustment, growth theory; monetary and fiscal policy. The paper will be set in two parts. Candidates will be required to answer questions from both parts. Part A will consist of short questions and Part B will consist of longer questions. |
| 6 | Microeconomics (from examination in 2010, weighted as two thirds of a full-length paper) | Introduces the student to risk, expected utility theory; welfare economics and general equilibrium, public goods and externalities; game theory and industrial organisation; information economics; applications of microeconomics. The paper will be set in two parts. Candidates will be required to answer questions from both parts. Part A will consist of short questions and Part B will consist of longer questions. |
| 7 | Quantitative Economics (to be examined for the first time in 2010, and weighted as two thirds of a full-length paper) | Unconditional Modelling: Descriptive statistics, basic statistical distributions and applications to economic data, sampling and hypothesis testing. Conditional Modelling: Binary data with regressors, regression analysis with two and three variables, testing and interpretation of regression results. Time series Modelling: introduction to issues of temporal correlation and regression analysis. Empirical applications in micro and macroeconomics: Interpretation of current literature in two areas of microeconomics and two areas of macroeconomics. Topics will be announced at the beginning of Michaelmas Term for examination in Trinity Term two years later. The examination will include questions covering theoretical issues and interpretation of econometric results. |

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| 8 | <p>An advanced course on British Economic History since 1870</p> | <p>This course, supported by a core provision of twenty lectures, provides an objective analysis of the record of the British economy since 1870 from an economist's perspective. It seeks to assess the extent and the causes of the decline of the British economy in an international perspective. As a bridge between the two disciplines of Economics and History, it is compulsory for all students in this programme.</p> |
| 9 | <p>A second advanced course (from a choice of three) focussing on the social and economic history of Britain</p> | <p>These are designed to extend and deepen students' understanding of the particular subject, each of which focuses on themes in social and economic history. Students engage with a range of texts and documents relevant to the subject to elucidate their significance and to relate them to scholarly literature. Classes, taught by members of the Faculty who are actively engaged in research in the relevant fields, class presentations by students, and class discussion are an integral part of these courses. The classes provide an invaluable opportunity to enhance the skills of working effectively as part of a group.</p> |
| 10 | <p><u>Either</u>: one period of British History (chosen from seven periods)</p> <p><u>Or</u>: one period of General History (chosen from some eighteen periods, which cover the whole of European history and its engagement with the non-European world from the fall of Rome until 1973, with additional papers in American history and the history of the wider world in the nineteenth and twentieth centuries)</p> | <p>This paper obliges the student to study the history of a relatively long period or widely focussed geographical area. The work builds on the first year survey course (item 2 above). Students will build on the skills they have developed to enhance the critical and analytical sophistication displayed in their writing and their discussion.</p> <p>The bibliographies provided for these courses are fuller, and students will be expected to read more widely in the monographic literature in which the problems that they address have been debated, refined and transformed, and to show more historiographic awareness in their thinking. Lectures provide less thematic survey, and engage more precisely with specific issues within the period. Students, in discussion with their tutors, will have more latitude to pursue the themes and topics that interest them.</p> |

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| 11 | <p><u>Either</u>: the two papers (one closed paper and one <u>Extended Essay</u>) of a History Special Subject (chosen from twenty-five subjects)</p> <p><u>Or</u>: Two History Further Subjects (chosen from thirty-two subjects)</p> <p><u>Or</u>: Two Further Subjects in Economics (chosen from sixteen subjects) <u>Or</u>: A Further Subject in Economics and a History Further Subject</p> | <p>In the History Special Subject and Further subject courses students master the original sources on which historical scholarship is based. Students construct their own understanding of the subject from this primary evidence. In both classes, taught by members of the Faculty who are actively engaged in research in the area, play a central role in these courses. In the Special Subject the command of textual detail is assessed by a paper which requires detailed commentary on passages from the prescribed texts or images. The other requirement for this course is the production of an Extended Essay of 6,000 words, the questions for which invite the students to employ their familiarity with the set-texts to illuminate broader issues raised by the subject. This exercise is designed to encourage students to develop practical and presentation techniques, and to demonstrate their ability to marshal evidence and to sustain argument in an extended piece of writing.</p> <p>Some of the Further subjects in Economics focus on issues of pure theory, some on advanced statistical techniques, some on the practical applications of conceptual frameworks. All build upon the materials and concepts learned in the core courses to develop a more detailed and sophisticated understanding. All Economics Further Subjects available are listed in the History & Economics undergraduate handbook.</p> |
| 12 | <p>An optional thesis</p> | <p>Students may choose to prepare a thesis on a History or an Economics theme which may to be offered either in place of <u>one</u> of the assessed elements listed as 9, 10, or 11 above, or a History thesis in addition to these. The writing of a thesis offers students the opportunity to undertake primary research in a topic of their own choosing, to develop practical and presentation techniques, and to demonstrate their ability to marshal evidence and to sustain argument in an extended piece of writing. The History Faculty runs a “thesis fair” involving librarians, archivists, and museologists, where students can discuss intentions and plans. This is followed by a series of workshops where students have first-hand experience of using primary sources, including gaining relevant IT skills. They have individual meetings with advisers to assist in focussing the work and reviewing its progress.</p> |

Assessment:

As in the First Year, the students' progress will be monitored continuously in the tutorial. Students will receive a great deal of commentary on their contributions, in relation both to their class-presentations and their engagement in general discussion, from the leaders of the various classes. At the beginning of each term students will sit mock-examinations in college on the work done in the previous term and receive diagnostic feedback.

The examination at the end of the final year, consisting of seven or eight unseen papers and the Extended Essay on the Special Subject and Thesis if they are offered, provides a robust assessment of students' achievements and progress through the programme in relation to the Learning Outcomes discussed in Section 10. The Extended Essay and Thesis introduce a particularly important additional component into the range of assessment utilized in the programme.

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| 12 | Support for students and their learning | |
| A | <p>Libraries</p> <p>Reflecting the nature of History as primarily a text-based discipline students taking this course have access to an extraordinary array of library resources:</p> <ul style="list-style-type: none">• the Bodleian Library, with its world-class holdings of both printed and manuscript materials;• the Radcliffe Camera (part of the Bodleian), with its large History holdings on open shelf;• the Indian Institute Library (Indian and South Asian History);• Rhodes House Library (British Empire and Commonwealth);• the Vere Harmsworth Library at the Rothermere American Institute (USA);• the Nissan Institute (Japanese Studies). <p>The range of central University provision is supported by the History Faculty Library, by the Social Sciences Library, and by College Libraries, not least in the provision of borrowing facilities, reference works, and of multiple copies of essential titles. Students also have access to the Libraries of other Faculties, whose holdings are relevant to particular options that they are studying. The OLIS cataloguing system incorporates the holdings of all major and most College libraries.</p> <p>Students have access, via OULS, to a vast range of electronic resources, such as journals, databases, and other electronically available texts.</p> <p>The range of general and specialised Library resources, and the quality of holdings and accessibility support the breadth of the outline papers and the range of advanced subjects in the syllabus.</p> | |

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| B | <p>Museums</p> <p>A number of the specialised Optional, Further and Special Subjects in History employ the resources of the Ashmolean Museum and the Museum of the History of Science, and the expertise of the staffs of those institutions.</p> |
| C | <p>IT resources</p> <p>There is an extensive network of IT resources and support within Oxford, with web-based information (accessible from most faculty, college, library, and common areas). Comprehensive use of the internet and the Virtual Learning Environment (VLE) is made for teaching and learning.</p> <p>Colleges provide excellent IT resources and Support Officers prepared to train and assist students.</p> <p>The OUCS also provides facilities for undergraduates, and a variety of training programmes, several of which are specifically geared to students in the Humanities and Social Sciences.</p> <p>The use of ICT within the undergraduate degree course is central to course delivery and continues to develop. All course information provided by the faculty is available on-line including faculty bibliographies. A number of courses, particularly in Economics, make substantial use of learning materials that are to be downloaded from the Web; other courses direct students to such resources as alternatives to Library provision. Essays for class discussion are often circulated as attachments to e-mail. Students can also attend a range of courses on software packages at OUCS. The History Faculty has a 20-seat ICT teaching room: this is used for bibliographical training, quantitative methods, and specific software training.</p> |
| D | <p>Advice concerning the Syllabus</p> <p>Guidance to the range of options available to students in this course is readily available.</p> <p>The structure of the course, and short descriptions of its various elements, are available in the two Course Handbooks, one covering the First Year's work, the other outlining the Second and Third Year Course (also available from the Web-site for the course).</p> <p>Guidance concerning questions of the syllabus and choices within it is primarily provided in a more personal forum, by the student's College tutor. The tasks that fall to the tutors are wide-ranging, though all involve easy access and informal but informed discussion. Tutors have a pastoral role if students have academic or personal difficulties; they may advise on future employment; but their key responsibility is to realise the student's full intellectual potential within the course. To this end, they monitor their students' progress through the syllabus, they help them in the choice of courses, and they arrange the teaching for the courses that they have selected.</p> |
| | <p>Other support available</p> <p>The University Language Centre offers all students taught classes in general language in six modern languages, and materials for private study. In addition the Language Centre offers a course specifically for Historians in their second year: <i>Reading French for Historians</i>.</p> <p>The Oxford University Counselling Service provides free, confidential support to all students.</p> <p>College support structures: in addition to college tutors, colleges have other support structures for students. They vary from college to college but may include the appointment of personal tutors, access to college chaplains and support structures provided via the Junior Common Room.</p> |

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| | There are complaints procedures for students within the History Faculty and within the Department of Economics, within their college or via the University Proctors' Office. These are detailed in the course handbook and on Faculty/Departmental websites. |
| 13 | Criteria for admission |
| A | <p>School/College leavers</p> <p>Applications are made to the Colleges of the University, not to the Faculty but selection is made using common criteria. Applicants who are offered places will usually be required to attain minimum grades of AAB at A-level, or equivalent marks on the Scottish Highers and Advanced Highers, or the EB or IB. Offers are made on the basis of students' academic record, the recommendations of their teachers, and their performance in interviews held in the Colleges in December. To qualify for an interview, applicants are asked to take the History Aptitude Test under exam conditions in their own schools or a test centre; this is marked as a gathered field. On being invited to interview, candidates are invited to submit examples of their A-level work to the College, and the interviewers – the History and the Economics tutors in the College to which a student has made an application, and in many cases those in a second college - will discuss this work, as well as the students' personal statements on their Application forms. At interview, candidates will be required to sit a short, additional, History and Economics Aptitude Test. The purpose of the interviews is to determine those students, from an excellent cadre of applicants, who might best benefit from the intensive, tutorially based learning methods employed in the University.</p> <p>The Selection criteria for History and Economics are:</p> <ul style="list-style-type: none"> • Intellectual curiosity • Conceptual and analytical clarity • Flexibility • Accuracy and attention to detail • Critical engagement • Capacity for hard work • Enthusiasm for History and Economics • Evidence of historical imagination and understanding |
| B | <p>Mature and overseas students</p> <p>Applicants in these groups, and those who have completed the Foundation Certificate in Modern History course offered at the Department of Continuing Education, also required to take the HAT, but are then considered on an individual basis, but the submission of written work, and its discussion in interview would be equally important to the Admissions process. For overseas students, a command of English equivalent to IELTS 7.5 or TOEFL 650 (275 in the computer-based TOEFL test) is recommended. English language support is available at the University.</p> |
| 14 | Methods for evaluating and improving the quality and standards of teaching and learning |
| | <p><i>Note: Responsibility for this course, in relation to the issues raised in this section and the next (15: Regulation of assessment,) is shared formally by the Faculty of History and the Department of Economics. A <u>Committee for the Joint School of Economics and History [CJS]</u>, appointed from members by the Faculty Board of History and the Department of Economics has overall oversight of the degree. The chair of this Committee rotates bi-annually between representatives of the two disciplines.</i></p> |

Student feedback on lectures and seminars is requested, and their comments are reviewed by the lecturer or by the course co-ordinator, who report to the CJS for Economics and History, which in turn reports to the Faculty's Undergraduate Studies Committee for History courses. Questionnaires on all Economics courses are reviewed by the Department's chair and the Director of Undergraduate Studies. Students are also invited to comment, with full anonymity if they wish, on any aspects of the course for consideration by the appropriate committee of the Faculty. Student concerns are also discussed in the termly meetings of the Joint Consultative Committee, formed by student representatives and by members of the CJS, and the students' opinions on new course proposals or suggested changes to the curriculum are solicited and gives serious consideration.

Student comment on tutorial provision is requested by their colleges and is reviewed by the Senior Tutors of the Colleges.

All new academic staff attend training sessions on teaching run by the Institute for the Advancement of University Learning and have a one-to-one session with IAUL staff to assess training needs. Mentors are appointed for all new lecturers. Formal review takes place in the second and fifth years of appointment.

Teaching by all academic staff in the History Faculty is reviewed annually by two peers (including the mentor in the case of new appointees), through the History Faculty's Career Development Review, and formal review takes place in the second and fifth years of appointment. The Faculty runs internal workshops on lecturing and small class teaching.

Academic staff in the Department of Economics participate in the University's appraisal scheme.

The Undergraduate Studies Committee of the History Faculty encourages and approves the introduction of new courses, and organises a regular, five-year cycle of reviews of all Joint-Schools, and of all History courses. The course co-ordinators are asked to comment on student take-up and feedback, on Library provision, on the provision of teaching, and on any changes alterations to the course, such as changes to the set-texts, that might be desirable. These reports are discussed by the Faculty's Undergraduate Studies Committee. Suggestions for changes to the content of the programme are discussed among the interested parties in a wide range of fora, in terms of intellectual interest, and of library and teaching provision. Major changes to the curriculum are also widely discussed. It is usual in these cases for an ad hoc committee to be established, instructed to embody the ideas that have emerged in preliminary discussion in a document that will become the focus of analysis and debate in the Faculty, at the Joint Consultative Committee, among the Subject Groups, and at the Faculty Board and its Committees.

Any changes to the programme agreed by the Faculty have to be reviewed and approved by the Humanities Board, the Social Sciences Board, and ultimately by the Educational Policy and Standards Committee of the University.

The success rates for students is monitored through Examiners' Reports and their consideration by the Committees of the History Faculty and the Department of Economics. The University Careers Service provides an annual report to Faculties and Departments, detailing the destination of new graduates in History and its joint schools. From 2008, the History Faculty will monitor Final Honours School performance against performance in the History Aptitude Test.

15 Regulation of assessment

The CJS is responsible for establishing and publishing the marking and classification conventions. The Examinations Committee of History and the Department of Economics nominate the internal Examination Boards for each of its degrees, and External Examiners, who, subject to approval of the Proctors, are invited to serve by the Vice-Chancellor with the Examination Boards.

Boards of Examiners, under their elected Chairs, are responsible for setting all papers, and marking the

scripts and submitted work of the examinees. They may appoint Assessors to assist in the setting and marking of the more specialist papers, where the subject matter is not within the expertise of two of the examiners. Each Final Honours School script and piece of submitted work is blind marked by two examiners or assessors; where their marks differ significantly they will discuss the script to obtain an agreed mark. If they are unable to agree, a third examiner (in many cases an external) will be asked to read the script and give it a mark. After scripts have been marked, the Board of Examiners meets to classify the students in accordance with the rules established by the CJS.

The marking conventions are based on those used in the other examinations involving History and Economics.

Examination candidates are anonymous through the allocation of candidate numbers. Marking criteria are published in the course handbooks (published on the web) and made available to students prior to the examination. Complaints procedures in examination matters through the University Proctors' Office are detailed in the course handbooks and on the Faculty and University websites.

A key role in this process is played by the External Examiners. They act as impartial advisors, providing the History Faculty, the Department of Economics, and the University with informed comment on two major issues.

1. To verify that standards are appropriate to the award, in part by comparison with the standards of comparable institutions, and to ensure that the assessment procedures and the regulations governing them are fair and otherwise appropriate.
2. To ensure that the conduct of the examination and the determination of awards has been fairly conducted, and that individual student performance has been judged in accordance with the regulations and conventions of the Examining Board. This will entail signing the Class List as an endorsement that the processes of examination and classification have been fairly conducted.

External Examiners are expected to report to the Vice-Chancellor in each year in which they act. Their reports are expected to cover all the following points

- the standards demonstrated by the students
- the extent to which standards are appropriate for the award
- the design, structure and marking of assessments
- the procedures for assessment and examinations
- whether or not external examiners have had sufficient access to, and the power to call upon, any material necessary to make the required judgments
- students' performance in relation to their peers in comparable courses
- the coherence of the policies and procedures relating to external examiners and their consonance with the explicit roles required of them
- the basis and rationale for any comparisons made
- the strengths and weaknesses of the students as a cohort
- the quality of teaching and learning which may be indicated by student performance

The Report is addressed to the Vice-Chancellor, and will be considered by the Divisional Boards of Humanities and of Social Science, and by the Educational Policy and Standards Committee of the University.

The Report will also be scrutinised by the Faculty Board of History and its various Committees, particularly the Examinations Committee; it will also be discussed by the Faculty as a whole, and by its constituent Groups. In Economics, the Report is discussed in the Michaelmas term meeting of the Department.

Where an External Examiner's Report contains particular suggestions or criticisms, it is the responsibility of the subject Boards to ensure that full consideration is given to these, to institute further discussion or action, and to inform the External Examiner within a reasonable time of what is done.

16 Indicators of quality and standards

The Humanities Division and EPSC Joint Review of the Faculty of History, Hilary Term 2008, found "The syllabus retains required chronological and geographical spread in its 'outline' papers [...and] a diversity of specialist choices [...] The result is a course rich in options." The Review members also stated that "The History Faculty offers, in a number of respects, an example from which lessons can be learned, not just by other parts of the Humanities Division but across the University more generally".

Course provision in Economics was "approved" by QAA in November 2000 with a score of 23/24.

Reports from Examining Boards regularly address issues relating to quality and standards.

The Faculties' External Advisory Panels review quality and standards and provide valuable feedback from the world of other academic institutions and the world of business, the professions and secondary education.

A review of the Final Honours School performance takes place each year.

A less formal measure of the quality of the graduates from this programme is the success that they enjoy in all aspects of the job-market, in securing training and contracts, and in admission to funding for graduate courses in History and in other academic fields.

The History Faculty and Department of Economics both scored 5 in the 2001 Research Assessment Exercise. This excellent research base informs teaching on this course.