



PROGRAMME SPECIFICATION FOR

BA IN HISTORY AND ENGLISH

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 English
6	UCAS code	VQ13
7	Relevant subject benchmark statement	English; History
8	Date of Programme Specification preparation	13 December 2002 Updated by JSC, Hilary Term 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, characterised by historical range, depth and conceptual sophistication, of the ways in which literature and language reflect social and cultural contexts and the process of cultural change; • think critically about the relationship between historical and literary texts, with particular attention to the nature of evidence, styles of argument and changing critical methodologies of the two disciplines; • develop the skill of independent thinking, drawing on technical and critical skills in historical and literary investigation and exposition, and an increased sensitivity to the human issues at the heart of the analysis of literature and of the past; • engage and enhance their critical skills, imagination and creativity as an intrinsic part of an intense learning experience; • acquire skills which are transferable to a wide range of employment contexts and life experiences. 	

10	Programme outcomes		
	A	Knowledge and understanding of:	<i>Related teaching/learning methods and strategies</i>
	1	past societies and historical processes over a considerable 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 culture of the required British History and English literature courses. This is enhanced by the extensive list of optional historical and literary subjects, involving a variety of approaches to historical enquiry.
	2	the structure, levels and discursive functions of the English language	The historical and literary courses all require students to become alert to the forms and uses of rhetoric, and to become skilled at analysing them with the appropriate and precise critical terminology.
	3	how primary evidence is employed in historical argument and literary analysis	Primary materials may be the subject of discussion in any of the courses. Detailed study of non-literary texts, works of art, photographs, films, archaeology and other artefacts are essential to several elements of the historical course. 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. In the literary courses students are required to gain awareness of the range of styles and genres of literature, and of how these have developed historically.
	4	the development of English and of History as academic disciplines, and the development of schools of interpretation; the role played by conceptual frameworks and models in the investigation of past societies and their literatures, and the theoretical foundations of the disciplines	Some elements of the programme are dedicated to methodological issues. But all courses contain significant opportunities for theoretical and/or historiographical reflection.
<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, and through written work submitted in the eighth and/or ninth terms. Depending on the options chosen, students may submit one or two 6,000 word interdisciplinary essays, a History Special Subject extended essay, an English extended essay (from Course I or II) and an optional 8-10,000 word thesis. No more than three out of the total of seven FHS papers may be examined by extended essay. Extensive preparation for the organisation and communication of such knowledge and understanding is provided in weekly tutorials and classes, and in practice examinations. Understanding is particularly assessed on a continuous formative basis through the weekly tutorials and oral presentations in classes.</i></p>			

B	<i>Intellectual skills: the ability to</i>	<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 primary texts and secondary studies, 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.
2	to 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	to 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	to 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 verbal defence of written essay material in front of an established specialist and one or more of the student's peer group.</i></p>		
C	<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 written for tutorial, class presentation or for written examination, aims to promote writing which is well-structured and coherent, argued, 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	Tutorial and other classes or seminars 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 an awareness of the variety of bibliographical resources – reading lists, library catalogues, electronic information systems – and to demonstrate an ability to identify and retrieve materials and commentary.
<p><i>Assessment:</i></p> <p><i>Formative assessment through both the weekly tutorial and class or seminar presentation enables a continuous monitoring of the development of practical skills. Written work is marked and/or verbally assessed on a weekly basis. Termly reports identify points of excellence and of concern, e.g. the level of ability to present and defend an argument or thesis convincingly and cogently. Interim reports may be written on students where progress gives cause for anxiety or for complaint. Opportunities for more formal assessment through college mock examinations ('collections') provide opportunities to assess and provide feedback on skills associated with timed written examinations.</i></p>		
D	Transferable skills: the ability to	Teaching/learning methods and strategies
1	find information, organise and deploy it	Information retrieval is integral to many 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	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. Tutorials and classes, organised by the faculty and within colleges, encourage both independence and collaboration.
4	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. Tutorials, classes and lectures require different forms of presentation of ideas and argument, as do the weekly written essay, extended essay, gobbet commentary, thesis and oral presentation.

5	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 weekly tutorials and lecture attendance is essential. Longer term planning is required for the thesis and extended essay.
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Assessment:

The transferable skills identified in 1-5 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 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 employ the interweaving, in slightly different proportions, of three kinds of learning experience: lectures, classes and tutorials.

1	Lectures: these are associated with all first-year courses, with all the History and English Literature papers in the Final Honour School taken in the second and third years of the programme; some support the more specialised third year options. Most obviously they provide core information about the events and texts being studied and of the historiography and analytic possibilities 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, organised either within individual Colleges or by the Faculty, are important elements of courses involving focussed discussion of methodological themes or those concentrating on the advanced discussion of texts and other historical artefacts. While all learning outcomes can be enhanced by classes, they have a particular purpose in this programme, since the three core interdisciplinary courses are taught in classes. And 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 comprised of one 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. In an average term, students will have two tutorials a week 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; they 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.

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> <ul style="list-style-type: none"> • 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. <p>The course draws on this foundation, which is then reinforced by a series of introductory sessions in the student's first term. The programme expands the students' knowledge, and 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).</p>		
A	<p><i>Learning in the first year</i></p> <p>Students work on four courses during the year, for examination in Preliminary Examinations at the end of it.</p>	
	<i>Course</i>	<i>Comment</i>
1	<p>A period of British History [chosen from seven periods]</p>	<p>All seven periods require students to consider the history of the societies which have constituted the British Isles over an extended period of time. They aim to encourage appreciation of the underlying continuities as well as the dramatic discontinuities within each period, and to explore the relation between the political, economic, social and cultural developments in determining the paths followed by the societies of Britain, severally and together.</p>

2	<p>One of three papers focussing on the literature of a particular period. The papers are</p> <p>c. Introduction to Medieval Studies: Old English Literature</p> <p>a. Victorian literature, 1832-1900</p> <p>b. Modern literature, 1900-present</p> <p>d. Introduction to Medieval Studies: Middle English Literature</p>	<p>These courses introduce students to a wide range of texts from the periods under consideration, alerting them to the major literary developments in the period, but also allowing students a high degree of choice in the selection of genres, of specific authors and/or topics.</p>
3	<p><u>Either:</u></p> <p>a. An optional subject [chosen from sixteen subjects]</p> <p><u>Or:</u></p> <p>b. one of the two papers focussing on historiography or historical method</p>	<p>The courses in British History and in a period of literary production and reception are the core elements of the First year course. The remaining two courses provide a number of routes for the student examining the intersection of language, culture, and history.</p> <p>Students can choose to study texts in literary and historical contexts in greater depth.</p>
4	<p>Introduction to literary studies</p>	<p>Intellectually fruitful combinations will be a matter of individual inclination, informed by discussion with course tutors.</p>
<p>Common to all these four elements is the assumption that students will build on their previous training, and that they will be capable of rapidly moving to a more advanced level of enquiry and analysis. All courses have demanding bibliographies, concentrating on the monograph and the article rather than on the textbook or ‘problem’ studies of pre-University work. But these will be carefully focussed, intended to open out avenues for argument, rather than exhaustive. All 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 texts, or that introduce the key conceptual and theoretical assumptions that underpin the course.</p>		
<p><i>Assessment:</i></p> <p><i>The students’ progress will be monitored continuously in tutorials and classes. 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 generally be 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 courses in their second and third years; their progress is assessed in an examination (Final Honour School) at the end of the third year, involving seven three-hour papers. Students may choose to submit for assessment up to three extended essays in lieu of a timed paper. The seven courses are:</p>	
	<i>Course</i>	<i>Comment</i>
5 6	<p>Two interdisciplinary courses (from a choice of three/four)</p>	<p>These courses are designed to explore the interface between the historical and literary disciplines, and to provide students with the opportunity to develop an understanding of contrasting methodological approaches to single topic areas. Each has a focussed chronological range and a defining theme. Learning is in small weekly classes, taught jointly by specialists in English and in History. Students are required to make presentations, as well as writing essays on topics that oblige them to address primary evidence in all its forms, historical contexts, and critical exegesis. These courses provide the core of the students' interdisciplinary work.</p>
7	<p>A period of British History (chosen from seven periods)</p>	<p>The periods are the same as those defined for the first year [1 above], with a similar intention of gaining a breadth of understanding through the study of the closely-related societies of the British Isles across long but coherent periods of time, but expectations concerning learning outcomes are significantly different.</p> <p>The bibliographies provided for these courses are fuller, and students will be expected to read more widely in the monograph literature in which the problems that they address have been debated, refined and transformed, and to show more historiographic awareness in their thinking.</p> <p>Lectures provide less thematic survey, and engage more deeply 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. Students will build on the skills they have developed in the First Year to enhance the sophistication of the critical and analytical skills displayed in their writing and their discussion.</p>

8 9	Two subjects from English	These papers, some of which are examined by extended essay, permit students a high degree of choice. They may elect to extend their knowledge and critical skills into another period of English literature (including those periods available, but not selected for Honour Moderations – in which case the student’s work will be appropriately more advanced and examined separately from that of the first year students). Alternatively they may choose to focus on the work of a particular writer (from a list of named authors which is revised annually), or on a particular genre or area of literature or language. The latter group of options have included Women’s writing, Film and Media, E-lit, American literature, poetry and prose fiction.
10 11	<p><u>Either:</u></p> <p>a. the two papers (one closed paper and one Extended essay) of the History Special Subject (chosen from 26 subjects)</p> <p><u>Or:</u></p> <p>b. two papers involving some combination of a History Further subject (chosen from 32 subjects); a General History period (chosen from eighteen periods); a second British History period (choice of seven).</p> <p><u>Or:</u></p> <p>c. one additional subject from the English syllabus (see 8-9 above) and one paper from the History syllabus: either a Further, General History, or British History subject</p>	<p>These papers permit students to weight their degree course slightly towards History or towards English should they so wish. Within the History options they may seek to deepen their historical understanding of a particular period [option a], or broaden the range of their historical knowledge.</p> <p>As for papers 8 and 9, the range of choice is very wide. Students will make their selection with the help of their college tutors in order to produce a degree course which provides a satisfactory balance of intellectual variety and coherence</p> <p>In 2004 short-term Special Subjects were introduced, which run for the life of a postholder’s specific research project (eg for 5 years), enabling undergraduates to gain first hand experience of an academic’s research process.</p>
12	An optional thesis	Students may choose to prepare a thesis. This may be offered either in place of one of the assessed elements from the History side of the Joint School or in addition to these. The thesis must tackle an interdisciplinary theme or issue. The writing of a thesis offers students the opportunity to undertake primary research in a topic of their own choosing, to work as historical and literary scholars in their own right. 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><i>Assessment:</i></p> <p><i>As in the First Year, the students' progress will be monitored continuously in the tutorial. Students will also 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.</i></p> <p><i>Of the seven papers required for the Examination at the end of the third year, three may be examined by extended essay of 6000 words (both Interdisciplinary papers may be examined in this way; or one such paper, and one of the English papers; or one such paper and the History Special Subject Paper). A Thesis may be submitted in lieu of one of the History papers.</i></p> <p><i>The History Special Subject, if taken, will be assessed by an examination paper which requires detailed commentary on passages from the prescribed texts. The other requirement for this course will be the production of an extended essay of 6000 words, in answer to a question chosen from a paper which invites 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 presentational techniques, and to demonstrate their ability to marshal evidence and to sustain argument in an extended piece of writing.</i></p> <p><i>The remaining courses will be examined by unseen papers. This provides a robust assessment of students' achievements and progress through the programme in relation to the Learning Outcomes discussed in Section 10. The requirement that all students undertake an Extended Essay introduces a particularly important additional assessment component into the range of assessment utilized in the programme.</i></p>		
12	Support for students and their learning	
A	Libraries	
	<p>Reflecting the nature of History and English as primarily text-based disciplines, and the essential requirement for adequate Library resources, students in this Joint School 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 holdings on open shelf; • the History Faculty Library and the English Faculty Library both of which provide borrowing facilities, multiple copies, and reference works; • 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 Taylor Institute (European languages and Literature); 	

	<ul style="list-style-type: none"> • the Sackler Library (Western Art, Ancient History and Classical Archaeology); • the Nissan Institute (Japanese Studies); • the Social Studies Library. <p>The central University provision is supported by College Libraries, not least in the provision of borrowing facilities 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 University and Faculty libraries 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 papers in the course.</p>
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>The Handbooks for the Joint School and main Schools of History and English are available on the web.</p> <p>Colleges provide excellent IT resources and Support Officers prepared to train and assist students. Both the English and History Faculties have IT support officers as well.</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. There is also an IT induction for 1st year students.</p> <p>The History Faculty has a 20-seat ICT teaching room: this is used for bibliographical training, quantitative methods, and specific software training. Students can also attend a range of courses on software packages at OUCS. The use of ICT within the undergraduate degree course is central to course delivery and continues to develop. Essays for class discussion are increasingly circulated as attachments to e-mail. All course information provided by the History Faculty is available on-line, including Faculty bibliographies.</p>

D	<p>Advice concerning the Syllabus</p> <p>Guidance to the range of options in this course is readily available to students.</p> <p>The structure of the course and short descriptions of its various elements are available in the Course Handbook (also accessible via the Faculties' Websites).</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>
E.	<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> <p>There are complaints procedures for students within the History Faculty and the English Faculty, within their college or via the University Proctors' Office. These are fully detailed in the course handbooks for the First Year students and Second/Third Year students.</p>
13	<p>Criteria for admission</p>
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 grades of AAB or above at A-level, or equivalent marks on the Scottish Highers and Advanced Highers, or the EB or IB. Applicants must have an A-level, or similar credential, in English; A-levels in History and in Modern Languages are also recommended. 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 (HAT) under exam conditions in their own schools or a test centre; this is marked as a gathered field. On being invited for interview, candidates are invited to submit examples of their work in History and in English to the College, and the interviewers – the History and English tutors in the College to which a student has made an application, and in many cases in a second college – will discuss this work, as well as the students' personal statements on their Application forms. The purpose of the interviews is to determine those students, from an excellent cadre of applicants who have already proved themselves to have an aptitude for history, who might best benefit from the intensive, tutorially based learning methods employed in the University (see 10 E. 3 above).</p> <p>The Selection Criteria for the History Faculty are:</p> <ul style="list-style-type: none"> • Intellectual curiosity

	<ul style="list-style-type: none"> • Conceptual clarity • Flexibility • Accuracy and attention to detail • Critical engagement • Capacity for hard work • Enthusiasm for History • 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 are also required to take the HAT, but are then considered on an individual basis. The submission of written work, and its discussion in interview is important to the Admissions process, as for School and College leavers. 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	<p>Methods for evaluating and improving the quality and standards of teaching and learning</p>
	<p><i>A Joint Standing Committee (JSC), appointed from members of the Faculties by the two subject Faculties, is responsible for the general oversight of the degree.</i></p> <p>Student feedback on lectures and seminars is requested, and their comments are reviewed by the lecturer or by the course co-ordinators, who report to the Standing Committee of the Joint School for History and English, and to the responsible Committees of the two Faculties. Students are also invited to comment, with full anonymity if they wish, on any aspects of the course for consideration by the appropriate committees of the Faculties. Student concerns are also discussed in the termly meetings of the Joint Consultative Committees, formed by student representatives and by the officers of the two Faculties, and the students' opinions on new course proposals or suggested changes to the curriculum are solicited.</p> <p>Student comment on tutorial provision is requested by their colleges and is reviewed by the Senior Tutors of the Colleges.</p> <p>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.</p> <p>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 Research Monitoring and Appraisal Scheme. The Faculty runs internal workshops on lecturing and small class teaching.</p> <p>Teaching by academic staff of the English Faculty is monitored under the University Academic staff appraisal scheme.</p> <p>The Undergraduate Studies Committee of the History Faculty organises a regular, five-year cycle of reviews of all 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 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. The English Faculty undertakes similar reviews.</p> <p>The History Faculty Board requires the convenor of the Standing Committee to report on the quality of</p>

	<p>the programmes in the Joint Schools every five years.</p> <p>Suggestions for changes to the content of the programme are discussed by the Standing Committee and then 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 curricula of the two Faculties are also widely discussed. It is usual in these cases for an ad hoc committee to be established, instructed to express the ideas that have emerged in preliminary discussion in a document that will become the focus of analysis and debate in the Faculties, and at the Faculty Boards and their Committees.</p> <p>Any changes to the programme agreed by the Faculty have to be reviewed and approved by the Humanities Divisional Board. This reports to the Educational Policy and Standards Committee which ultimately approves all significant programme changes.</p> <p>The success rate for students is monitored through Examiners' Reports and their consideration by the Committees of the History Faculty and the English Faculty, as well as the Joint Standing Committee. The University Careers Service provides an annual report to Faculties, detailing the destination of new graduates in History, English and the Joint Schools. From 2008, the History Faculty will monitor Final Honour School performance against performance in the History Aptitude Test.</p>
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15	Regulation of assessment
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	<p>The Examinations Committees of the Faculties are responsible for establishing the marking and classification conventions for all taught degrees, and for publishing these. The Committee also appoints the internal Examination Boards for each of its degrees, and nominates External Examiners, who are invited to serve with the Examination Boards by the Vice-Chancellor.</p> <p>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 script and piece of submitted work is blind-marked by two examiners or assessors; where their marks differ they will discuss the script to obtain an agreed mark. If they are unable to agree, an external examiner 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 Standing Committee.</p> <p>Examination candidates are anonymous through the allocation of candidate numbers. Marking criteria are published in the course handbooks. Both Faculties (History and English) use the standardized marking conventions of the Humanities Division. Complaints procedures in examination matters through the University Proctors' Office are detailed in the course handbooks and on the Faculty and University websites.</p> <p>A key role in this process is played by the External Examiners. They act as impartial advisors, providing the Faculties and the University with informed comment on two major issues.</p> <ol style="list-style-type: none"> 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. <p>External Examiners are expected to report to the Vice-Chancellor in each year in which they act. Their</p>
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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 Humanities Board and by the Educational Policy and Standards Committee of the University.

The Report will also be scrutinised by the Standing Committee for the Joint School of History and English, and by the various Committees of the parent Schools.

Where an External Examiner's Report contains particular suggestions or criticisms, it is the responsibility and of the Standing Committee and of the Faculty 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 report on Modern History by the EPSC Review Committee in 2002 endorsed the findings of earlier reviews that 'the quality of the teaching is excellent'. The committee's external members were 'enormously impressed with many aspects of the provision within Modern History, and especially with the commitment of academic staff to the learning and teaching provided for students'.

English underwent an internal review in 1996 and the review committee commented on the faculty's 'strong and distinguished' work, adding that its teaching 'amply deserved the clear grade of excellent it earned in the HEFCE exercise, and much of the research carried out by its members is of the highest calibre'.

Reports from external examiners regularly address issues relating to quality and standards.

The History Faculty's and the English Faculty's External Advisory Panels review quality and standards and provides valuable feedback from the world of other academic institutions and the world of business, the professions and secondary education.

A review of the Final Honour 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 graduate courses in History, English and in other academic fields.

The History Faculty gained 5, and the English Faculty gained 5* in the 2001 Research Assessment Exercise. This high standard of research informs teaching on this course.

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