

## Royal Holloway, University of London

### Course specification for an undergraduate award

#### BA English and History (QV31)

#### Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in English and History is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. The courses contain a combination of mandatory modules to introduce you to historical periods and processes, to the principal literary genres, and to contemporary critical and theoretical approaches, with a range of stage two and three specialist options. In each case the structure encourages you, in stage two and three, to develop your own interests through informed choice among specialist options. Whilst the development of fundamental disciplinary-specific skills are emphasised in the mandatory modules, the specialist options provide focused opportunities to examine the application of these skills. In stage three all students on this course are required to write a dissertation or extended essay in one of the departments.

For joint and combined honours courses, please refer to the course specification for your secondary department's corresponding single honours course for further information on educational aims, and learning outcomes.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is brief description for some of the most important terminology for understanding the content of this document:

*Degree course* – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

*Module* – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	March 2022	Location of study	Egham Campus
Course award and title	BA English and History	Level of study	Undergraduate
Course code	2615	UCAS code	QV31
Year of entry	2022/23		
Awarding body	Royal Holloway, University of London		
Department or school	English	Other departments or schools involved in teaching the course	History
Mode(s) of attendance	Full-time or part-time	Duration of the course	Three years or six years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<a href="mailto:study@royalholloway.ac.uk">study@royalholloway.ac.uk</a> .

Section 3 – Degree course structure										
3.1 Mandatory module information										
The following table summarises the mandatory modules which students must take in each year of study										
Year	Module code	Module title	Contact hours*	Self-study hours	Written exams**	Practical assessment**	Coursework**	Credits	FHEQ level	Module status (see below)
1	EN1001	English: Encountering Medieval Literature: From <i>Beowulf</i> to Chaucer	42	108	0	0	100%	15	4	MC
1	EN1106	English: Shakespeare	20	130	0	0	100%	15	4	MC
1	EN1105	English: Literature and Crisis	45.6	254.6	60%	0	40%	30	4	MC
1	HS1004	History: History in the Making	56	244	0	20%	80%	30	4	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories; 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example; where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

\*Contact hours come in various different forms, and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff. It is intended that these contact hours will face-to-face as far as possible, but in certain unavoidable situations, these may take place virtually.

\*\*The way in which each module on your degree course is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module.

### 3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. The following table lists a selection of optional modules that are likely to be available. However, not all may be available every year. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example; where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection, so it is important that this specification is read alongside your department's Student Handbook, which you can access via the English [webpage](#).

Year 1	Year 2	Year 3
HS1116 History: Rome to Renaissance	EN2001 English: Middle English Poetry	EN3224 English: Ideas in Contemporary Fiction
HS1108: From Renaissance to Revolutions: Europe and the World, 1500-1800	EN2104 English: Gender and Writing in the 18th Century	EN3515 English: Domestic Realism
HS1109 History: Conflict and Identity in Modern Europe, 1770-1990	EN2324 English: Debates in Literary and Critical	EN3515 English: Special Author: Dickens
	HS2234 History: Modern Girls: Women in Twentieth Century Britain	HS3326 History: Sex, Society and Identity in Britain, c.1660-1815
	HS2018 History: The Tudor Monarchy, 1485-1603	HS3367 History: Malcolm X, Islam and Black Protest
	HS2212 History: Vice, Virtue and the Victorians	HS3350 History: Age of Terror: Terrorism from 1945 to the Present
	HS2213: Dragon Ladies? Society, Politics and Gender in Modern China	HS3363 History: Britain on Camera: Photography and Film, 1840-1965

### 3.3 Optional module requirements

In your **first year**, in addition to the mandatory modules you must choose one History optional 'Gateway' modules:

In your **second year** you must choose **one** of the following English modules:

- a) EN2010 Renaissance Literature
- b) EN2212 Victorian Literature
- c) EN2213 Romantic Literature
- d) EN2324 Debates in Contemporary Literary Theory
- e) EN2325 Modernist Literature

In addition, you choose modules equal to the value of 30 credits from a list of Stage two modules offered by the English Department.

From the **History** Department you must take one 30-credit 'Further Subject' module. You can then take two 15-credit Survey modules **OR** one 15-credit Survey module and HS2300 Research Essay / Public History Project (15 credits) attached to the Further Subject.

In your **third year** you follow one of two pathways, depending on whether you decide to write your dissertation in English or in History:

**Pathway A (English dissertation)**

You take one final year module in English (30 credits) and the English freestanding dissertation (30 credits)

You also take two taught Special Subject module (a total of 60 credits) in History, taught over both terms.

**Pathway B (History dissertation)**

You take two final year modules in English (60 credits)

You take one History taught 'Special Subject' module (30 credits) plus HS3003 'Dissertation in History' (30 credits), which is attached to the special subject module.

You cannot opt to take a dissertation in both departments, but must take a dissertation in either English or History.

#### Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

**Part-time students would normally be expected to take the following:**

**Year One (Stage One A):** EN1001 and EN1106 or EN1105 plus HS1004 History in the Making

**Year Two (Stage One B):** EN1001 and EN1106 or EN1105 plus one of the History Gateway optional modules

**Year Three (Stage Two A):** Either one of EN2010/EN2212/EN2213/EN2324/EN2325 or optional modules to the value of 30 credits **and either** two Survey modules (15 credits, one in each term) from the list of modules offered by the History Department to the total value of 30 credits, **or** a Further Subject module in History (30 credits)

**Year Four (Stage Two B):** Either one of EN2010/EN2212/EN2213/EN2324/EN2325 (if not taken at Stage 2A) or optional modules to the value of 30 credits **and** either a Further Subject module in History (30 credits), if not taken in Stage Two A, **or** one Survey module (15 credits, Term 1 or term 2) and HS2300 Research Essay / Public History Project in History (15 credits, taught over both terms)

**Year Five and Six (Stage Three):** An appropriate combination of modules in line with the requirements stated above, normally including a dissertation in either subject or in a Special Author/ Topic module. Should students choose to take a dissertation in History it must be attached to a special subject module.

#### **BA English and History with an International Year (4 years)**

##### ***Stage one:***

As Stage one, listed above.

##### ***Stage two:***

As Stage two, listed above.

##### ***Stage three, part 1 - Extra-curricular year:\*\****

You must take modules at an overseas university nominated through the Erasmus or Student Exchange Courses. The equivalent of a full academic load at the overseas university must be taken. The modules to be taken overseas are to be agreed with the Tutor for International Studies in History. The marks achieved are converted into equivalent College marks and count as a thirteenth unit, HS3400. This will contribute 20% to the final stage three marks.

##### ***Stage three, part 2 – Final year in the History Department:***

As Stage three, listed above. These modules will contribute 80% to the final stage three marks.

\*\*Students commencing stage three, part 1 on this four year course will not be permitted to transfer back to one of the three year courses offered by the Department of History. The Department will give consideration in the case of extreme hardship, documented by extenuating circumstances and supporting material, as it normally would, should a student not be able to complete their year abroad

## Section 5 – Educational aims of the course

The aims of this course are:

- to enable you to develop independent critical thinking and judgement;
- to provide an attractive, flexible and varied curriculum that draws extensively on the research expertise of staff in the Departments of English and History;
- to engage you imaginatively in the process of critically reading, analysing, and demonstrating knowledge of a range of literary, historical and critical texts;
- to encourage you to appreciate the expressive resources of language;
- to demonstrate a deep understanding of a range of approaches, issues and concepts in both History and English Literature;
- to encourage an awareness of literature's historical context and an appreciation of its continuing social and cultural importance;
- to provide a sound and extensive basis for the study of History and English by meeting the general requirements of the History and English subject benchmarking statements in the development of knowledge and understanding through discipline-specific and generic skills.
- to encourage you to take progressive responsibility for your own study through negotiating subject areas of specialism, via the informed choice of options and the writing of a dissertation or extended essay in your final year, and which in turn provides a firm foundation for postgraduate study and research;
- to develop in you a range of personal attributes relevant to the world beyond higher education: the ability to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community;
- to enable you to acquire and demonstrate transferable skills necessary for successful career development.

**Section 6 - Course learning outcomes**

**In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (\*))**

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| <ol style="list-style-type: none"> <li>1. English literature from the 9th Century to the present day <b>(K)</b>;</li> <li>2. the principal literary genres of fiction, poetry and drama <b>(K)</b>;</li> <li>3. a range of contemporary critical and theoretical approaches to English literature <b>(K)</b>;</li> <li>4. the range of relevant linguistic, literary, cultural and political contexts in which both literature and historical texts are written and read <b>(K)</b>;</li> <li>5. the nature of the relationship between literary and historical forms of knowledge, and an understanding of the historical differences between texts <b>(K)</b>;</li> <li>6. the concepts of historical continuity and change over an extended time span, and across more than one society and culture <b>(K)</b>;</li> <li>7. the broad range of historical issues, events and processes, and the different critical and theoretical approaches that may be employed in understanding or interpreting them <b>(K)</b>;</li> <li>8. the role of key individuals, groups and institutions in initiating and/or influencing important historical issues, events and processes <b>(K)</b>;</li> <li>9. the key sources of evidence and methods of enquiry employed in historical research <b>(K)</b>;</li> <li>10. critical skills in close reading, and in the analysis and interpretation of texts and data <b>(S)</b>;</li> <li>11. sensitivity and responsiveness to language and literary form and an understanding of generic conventions <b>(S)</b>;</li> <li>12. the ability to judge and evaluate relevant critical, theoretical and contextual research in the disciplines of English and History <b>(S)</b>;</li> <li>13. the ability to articulate knowledge and the understanding of texts, concepts and theories through the command of a wide vocabulary and via appropriate critical and theoretical terminology <b>(S)</b>;</li> </ol> | <ol style="list-style-type: none"> <li>14. the ability to assess the merits and interpret competing theories, explanations and interpretations <b>(S)</b>;</li> <li>15. the ability to conduct literary and historical research independently using both traditional and electronic resources <b>(S)</b>;</li> <li>16. the ability to understand human behaviour in the context of the past <b>(S)</b>;</li> <li>17. bibliographical skills appropriate to the subject including accurate citation of sources and consistent use of conventions in the presentation of scholarly work <b>(S)</b>;</li> <li>18. the ability to develop a logical, planned and reasoned argument through essays and project-work <b>(S)</b>;</li> <li>19. the ability to engage with the textual use of new media, video, TV, DVD and electronic <b>(S)</b>;</li> <li>20. developing habits of critical reflection on reading, learning and of study, learning and research <b>(S*)</b>;</li> <li>21. listening to, and learning from, constructive feedback and criticism <b>(S*)</b>;</li> <li>22. the capacity to analyse and critically examine diverse forms of discourse <b>(S*)</b>;</li> <li>23. the ability to marshal appropriate evidence in a structured and systematic way <b>(S*)</b>;</li> <li>24. the capacity for demonstrating independent thought and judgement <b>(S*)</b>;</li> <li>25. the ability to present written and oral arguments of varying lengths and levels of formality <b>(S*)</b>;</li> <li>26. Develop the intellectual autonomy and self-direction needed for independent investigation of intellectual problems, taking responsibility for one's learning, and developing habits of reflection on that learning <b>(S*)</b>;</li> <li>27. information handling and retrieval skills (including the use of online computer searches); identifying, retrieving, sorting, analysing and exchanging information; investigating a wide range of sources <b>(S*)</b>;</li> <li>28. interpersonal skills, involving the ability to work collaboratively, whilst recognising and respecting the viewpoints of others <b>(S*)</b>;</li> <li>29. time management and organisational skills including working to deadlines, prioritising tasks, organising work-time <b>(S*)</b>.</li> </ol> |
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### Section 7 - Teaching, learning and assessment

Teaching and learning on the course draws on the methods and concepts used to conduct scholarship in these two disciplines. It is very strongly informed by the current research interests of the teaching staff from the two departments. This is particularly the case with most 2nd and all 3rd Year options, which are offered by staff based upon their own individual research interests, in a manner which is fully consistent with the College's wider teaching and learning strategy.

The main methods used to develop knowledge and understanding are: formal lectures by academic staff, seminars and tutorials based on a combination of staff-led sessions and student participation (including oral presentations), study groups, and individual consultations and supervisions with appropriate academic staff. There is also the option of guided independent research and study for the final-year dissertation.

Assessment will be by a combination of formal examinations, assessed coursework essays, and online tests and exercises, as indicated in individual Module Specifications. Full details of the assessments for individual modules can be obtained from the Department of [English](#) and the Department of [History](#).

### Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

**These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.**

Section 9 – Indicators of quality and standards	
<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10 – Further information
<p>This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate when taking full advantage of the learning opportunities that are available. More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online <a href="#">Module Catalogue</a>. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).</p> <p>Your course will be reviewed regularly, both by the university as part of its cyclical quality enhancement processes, and/or by your department or school, who may wish to make improvements to the curriculum, or in response to resource planning. As such, your course may be revised during the course of your study at Royal Holloway. However, your department or school will take reasonable steps to consult with students via appropriate channels when considering changes. All continuing students will be routinely informed of any significant changes.</p>

**Section 11 – Intermediate exit awards (where available)**

You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.

Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College

**Section 12 - Associated award(s)**

BA English and History (QV31)	BA English and History with and International Year (Banner code 2654) BA English and History with a Placement Year (Banner Code XXXX)
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