

School of Humanities

Title of Programme: MA History

Programme Code: HUHISM

## Programme Specification

This programme specification is relevant to students entering:  
21 September 2020

Associate Dean of School (Academic Quality Assurance):  
Marjolein Groefsema



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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### Summary of amendments to the programme

Date	Section	Amendment
10/3	D	Removed 'written assessment' from admissions requirements
10/3	D/ Table 2	Removed module 'Local and Global' and replaced with 7HUM1089 - History from the Street: People's Lives from the C19th to the Present Day

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification MA History

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	De Havilland Campus
<b>Programme accredited by</b>	n/a
<b>Final Award (Qualification)</b>	MA
<b>All Final Award titles (Qualification and Subject)</b>	History
<b>FHEQ level of award</b>	7
<b>Language of Delivery</b>	English

### A. Programme Rationale

The rationale for this programme is to offer a carefully structured programme of study in History which introduces students to a stimulating and specialised range of topics and materials and to a variety of critical and theoretical approaches. The structure of the programme is designed to provide students with a thorough grounding in current critical and theoretical approaches to History.

The modules will examine how historical forces have impacted everyday lives of people across the world over different chronological periods from 1550 to the present day, particularly focusing on the connections and intersections between local and global contexts. Students will be required to apply these approaches through a series of shorter assignments building towards a programme of research-led independent study.

This distinctive programme thereby combines breadth with depth of study through wide-ranging modules, with teaching structure and assignments that provide an opportunity for student choice of topics and specialisation within them. Students are introduced to the advanced skills and methods important for successful post-graduate study, enabling them to produce an extended piece of research. Advanced skills include deploying cross-disciplinary methodologies, understanding the implications of these methods for current debates and methods in history, and preparing work to a publishable standard.

The structured programme of research methods and the learning objectives of the modules are also designed to be transferred to a range of graduate careers. These transferable skills include high-level research and presentational skills, especially being able to communicate in various formats designed for a variety of audiences, thereby drawing from the History group's strengths in public history and engagement.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

#### Additionally this programme aims to:

- explore critical analyses and methods in history in a variety of historical contexts and periods from 1550 to the present day;
- allow students to consider and compare the impact of significant historical changes (social, economic, political, cultural) upon the everyday lives of individuals and communities from local to global contexts;
- engage with current debates in the field of history at an advanced level;

- enable students to critically analyse a wide range of primary sources at an advanced level;
- provide the structure for students to conceive, progress and deliver a substantial independent piece of historical research that offers an original contribution to knowledge and aims to be at publishable standard;
- enable students to practise and develop advanced techniques of scholarly research and inquiry;
- equip students with a range of general transferable skills which are of relevance to academic research and to a wide range of careers;
- provide students with a supportive, academic and pastoral environment in which to carry out their studies.

### C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p><b>A1</b> a selection of historical topics and advanced debates which relate to the impact of historical forces on everyday lives in a variety of contexts and periods;</p> <p><b>A2</b> a range of critical approaches to primary sources and their historical contexts.</p>	<p>Acquisition of A1 and A2 is through a combination of independent learning, seminars, workshops and on-line discussion.</p> <p>Throughout, the learner is encouraged to undertake independent study both to consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>A1 and A2 are assessed through essays, presentations, digital exercises, a research proposal and a dissertation.</p>
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p><b>B1</b> demonstrate an advanced level of analysis of critical and theoretical ideas in history, together with the ability to evaluate critical methodologies and critique them;</p> <p><b>B2</b> demonstrate in depth conceptual understanding of the impact of historical forces on everyday lives in a variety of contexts and periods;</p> <p><b>B3</b> demonstrate engagement with and critical analysis of</p>	<p>Intellectual skills are developed throughout the programme through a combination of independent learning, seminars, workshops and on-line discussion.</p> <p>Throughout, the learner is encouraged to further develop intellectual skills by independent study.</p>	<p>Intellectual skills developed in B1, B2, B3 and B4 are assessed through essays, presentations, digital exercises, a research proposal and a dissertation. B5 is assessed through the dissertation.</p>

<p>significant established and current debates in history;</p> <p><b>B4</b> apply the sophisticated conceptual understanding of history gained in (B1) to the analysis of primary sources at an advanced level;</p> <p><b>B5</b> marshal and critically analyse a large body of material.</p>		
<b>Practical skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p><b>C1</b> deploy a range of advanced research skills systematically and creatively;</p> <p><b>C2</b> formulate, plan and write a self-directed project proposal according to agreed criteria;</p> <p><b>C3</b> produce an extended and original piece of written work that demonstrates independent research and critical engagement with existing scholarly work.</p>	<p>Practical skills are developed within the programme by presentations, research training in the Research Methods modules, and by introducing students to the facilities offered in the Learning Resources Centre.</p>	<p>Practical skills of C1, C2 and C3 are assessed through assignments, including the compilation of a research proposal and annotated bibliography and 15,000 word dissertation.</p>
<b>Transferable skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p><b>D1</b> take responsibility for their own learning, using initiative, time-management and self-discipline;</p> <p><b>D2</b> communicate complex ideas and arguments effectively in writing and reach appropriate conclusions;</p> <p><b>D3</b> use ICT software applications for word processing and electronic communications to access online resources and databases; and basic statistical analysis;</p> <p><b>D4</b> have a regard for the points of view of others;</p> <p><b>D5</b> demonstrate skills in extended project work; organising a longer piece of work, presenting discrete</p>	<p>Transferable skills are developed throughout the programme:</p> <p>Skill D1 is developed with students learning to manage their time to meet assignment submission deadlines. Skill D2 is developed in the written work which all modules require. Students receive feedback not only on their knowledge and understanding but also on their ability to communicate their ideas effectively.</p> <p>Skill D3 is developed when students are inducted into the facilities of the Learning Resources Centre at the beginning of their program and in the use of Canvas. All written assignments must be word processed. Skill D4 is developed through seminar discussion and in selected coursework assignments.</p>	<p>Skills D2, D4 are assessed formally by a range of assignments built into the curriculum, e.g. coursework, presentations and seminar leadership. Skill D5 is assessed via the dissertation. Skill D1 is demonstrated particularly in the production of assignments, culminating in the dissertation.</p>

components in a coherent structure

Skill D5 is developed primarily through the dissertation.

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time (1 year) and part time (2 years) modes, and leads to the award of a MA History. Entry is normally at Masters (7) Level with a related degree qualification at 2:1 or above, but is also possible with a high 2:2 degree, via references and assessed writing. Intake is normally semester A (September).

### Professional and Statutory Regulatory Bodies

n/a

### Work-Based Learning, including Sandwich Programmes

n/a

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

### Table 1a Outline Programme Structure

**Mode of study** Full time

**Entry point** Semester A (September)

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
<u>Module Title</u>							
Research Methods 1: Approaches to History	7HUM1091	15	English	0	80	20	A
Money-Makers, Murderers, Medics & Mothers: Women's Lives in the 17 <sup>th</sup> and 18 <sup>th</sup> Centuries.	7HUM1087	30	English	0	100	0	A
History from the Street: People's Lives from the C19th to the Present Day	7HUM1089	30	English	0	100	0	A
Research Methods 2: Disseminating History	7HUM1090	15	English	0	70	30	B
Customs, Rights, Resistance and Community Culture, 1714-1914	7HUM1094	30	English	0	100	0	B
Dissertation	7HUM1093	60	English	0	100	0	BC

**Mode of Study:** part-time

**Entry point** Semester A (September)

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Year 1 Compulsory Modules</b>							
<b>Module Title</b>							
Research Methods 1: Approaches to History	7HUM1091	15	English	0	80	20	A
Money-Makers, Murderers, Medics & Mothers: Women's Lives in the 17th and 18 <sup>th</sup> Centuries	7HUM1087	30	English	0	100	0	A
Customs, Rights, Resistance and Community Culture, 1714-1914	7HUM1094	30	English	0	100	0	B
<b>Year 2 Compulsory Modules</b>							
<b>Module Title</b>							
History from the Street: People's Lives from the C19th to the Present Day	7HUM1089	30	English	0	100	0	A
Research Methods 2: Disseminating History	7HUM1090	15	English	0	70	30	B
Dissertation	7HUM1093	60	English	0	100	0	BC

The award of an MA degree requires 180 credit points at level 7, including the dissertation.

**Table 1b Final and interim awards available**

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	History	180 credit points including at least 150 at level 7	3 Semesters	All programme learning outcomes (see Table 2)
Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	History	60 credit points, including at least 45 at level 7	1-2 Semesters	A1, A2, B1, B2, B3, C1, D1, D2, D3, D4
Postgraduate Diploma	History	120 credit points, including at least 90 at level 7	2, 3 Semesters	A1, A2, B1, B2, B3, B4, B5, C1, D1, D2, D3, D4

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

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## Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- none

Further points of clarification and interpretation relevant to this specific programme are given below:

- none

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## E. Management of Programme & Support for student learning

### Management

The programme is managed and administered through:

- A Dean of School who has overall responsibility for all programmes in the School
- An Associate Dean of School (Academic Quality Assurance) who has overall responsibility for academic quality, assurance and enhancement with and on behalf of the Dean of School
- An Associate Dean of School Education (Learning and Teaching) who has overall responsibility for learning and teaching with and on behalf of the Dean of School
- An Associate Dean of School Education (Student Experience) who has overall responsibility for induction with and on behalf of the Dean of School
- A Programme Leader who is responsible for the day-to-day management of the programme
- An Admissions Tutor, with specific responsibility for selection
- A Heads of History who is responsible for all the modules on the programme
- A designated Humanities Administrator to deal with day-to-day administration associated with the modules within the Programme
- The programme committee which has a membership which includes all of the above plus student representatives
- Module Leaders who are responsible for individual modules

### Support

At university level, students are supported by:

- Attractive modern study environments in two Learning Resource Centres, incorporating libraries and computer centres
- Guided Learner Journey/Canvas, a versatile virtual learning environment
- Access to extensive digital and print collections of information resources
- A Student Centre which provides advice on issues such as Finance, University regulations, visa applications, legal matters, accommodation, international student support etc.
- The Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Overseas Orientation
- A Medical Centre
- University Wellbeing Advisors
- An Equal Opportunities Officer
- The Students' Union
- A Careers and Placement Service for all current students and graduates

At School level, students are further supported by:

- A Head of History
- A Programme Leader to help students understand the programme structure, and provide confidential academic advice
- An induction session at the beginning of each new academic session

- Student Representatives on the Programme Committee
- A student support team
- Scheduled weekly Student Support and Advice ('Drop-in') hours for all academic staff for student support and guidance
- Designated Programme Administrators to deal with day-to-day administration associated with the modules within the Programme
- Module Leaders who are responsible for individual modules
- A School Community Organiser (SCO)
- An Academic Skills Tutor

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

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## G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact the Ask Herts (de Havilland), [DHAdmin@herts.ac.uk](mailto:DHAdmin@herts.ac.uk).

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## MA History

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)														
		Knowledge & Understanding		Intellectual Skills					Practical Skills			Transferable Skills				
Module Title	Module Code	A1	A2	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
Money-Makers, Murderers, Medics & Mothers: Women's Lives in the 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	7HUM1087	x	x	x	x	x	x		x			x	x	x	x	
History from the Street: People's Lives from the C19th to the Present Day	7HUM1089	x	x	x	x	x	x		x			x	x	x	x	
Customs, Rights, Resistance and Community Culture, 1714-1914	7HUM1094	x	x	x	x	x	x		x			x	x	x	x	
Dissertation	7HUM1093	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Research Methods 1: Approaches to History	7HUM1091	x	x	x	x	x	x		x		x	x	x	x	x	x
Research Methods 2: Disseminating History	7HUM1090	x	x	x	x	x	x		x	x	x	x	x	x	x	x

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding of:

**A1** a selection of historical topics and advanced debates which relate to the impact of historical forces on everyday lives in a variety of contexts and periods;

**A2** a range of critical approaches to primary sources and their historical contexts

### Intellectual Skills

**B1** demonstrate an advanced level of analysis of critical and theoretical ideas in history, together with the ability to evaluate critical methodologies and critique them;

**B2** demonstrate in-depth conceptual understanding of the impact of historical forces on everyday lives in a variety of contexts and periods;

**B3** demonstrate engagement with and critical analysis of significant established and current debates in history;

**B4** apply the sophisticated conceptual understanding of history gained in (B1) to the analysis of primary sources at an advanced level;

**B5** marshal and critically analyse a large body of material.

### Practical Skills

**C1** deploy a range of advanced research skills systematically and creatively;

**C2** formulate, plan and write a self-directed project proposal according to agreed criteria;

**C3** present an extended and innovative piece of written work that demonstrates independent research and critical engagement with existing scholarly work.

### Transferable Skills

**D1** take responsibility for their own learning, using initiative, time-management and self-discipline;

**D2** communicate complex ideas and arguments effectively in writing and reach appropriate conclusions;

**D3** use ICT software applications for word processing and electronic communications to access online resources and databases; and basic statistical analysis;

**D4** have a regard for the points of view of others;

**D5** demonstrate skills in extended project work; organising a longer piece of work, presenting discrete components in a coherent structure

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	none
<b>Type of programme</b>	Taught postgraduate
<b>Date of validation/last periodic review</b>	November 19
<b>Date of production/ last revision of PS</b>	March 2020
<b>Relevant to level/cohort</b>	Level 7 entering September 2020
<b>Administrative School</b>	School of Humanities

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HUHISM	MA History	100302