****

**Programme Specification**

**Title of Programme: MA History**

**Date Specification Produced: May 2008**

**Date Specification Last Revised: September 2019**

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | MA History |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The new History MA programme will provide a unique opportunity for students to combine academic study of the past with a practical focus on public history. In doing so it reflects the fact that history has become a staple topic of public discussion in policy debates and in the media. History has also become an increasingly popular focus for leisure activities which promote greater public involvement in the creation of knowledge about the past. Even academic historians are frequently required to present their research findings in an accessible manner to the general public.

Students can choose to pursue one of two paths leading towards either a higher research degree and an academic career, or to wider employment opportunities in (for example) the media, heritage and publishing industries. Both pathways promote the acquisition of subject-specific knowledge (designated an essential component of public history Masters’ programmes by the National Council of Public History). Both pathways also provide a wide range of transferrable skills designed to improve student employability, and in the Public History route this includes the provision of work experience placements.

This programme is designed to appeal to students from a wide variety of backgrounds, but particularly to encourage Kingston undergraduates to continue their historical studies at postgraduate level. To this end the programme will both build on the skills and knowledge acquired at undergraduate level, but also offer advanced training in independent research techniques, critical analysis and a broader range of employability skills, as well as opportunities for work experience. As in the undergraduate programme this MA will also make good use of the rich local (and nationally important) heritage sites in the Kingston area, and the university’s proximity to London, with its unrivalled historical resources. The History department, through the activities of the Centre for the Historical Record, has built up close relationships with national research archives, libraries and museums. Members of the Centre can also provide expertise in digital technologies that now form a central part in the research and dissemination of historical knowledge. The programme has been designed to reflect the research interests and publications of the history staff (who also write and broadcast to the wider public) through the option modules and the case studies provided within them. Students will thus be equipped with a better understanding of cutting-edge research and debates within the discipline of history as a whole. Students will be taught in small groups by an expert in their particular topic of interest, and supervised on an individual basis in planning, researching and writing dissertations from an early stage of the programme. All students are also allocated a personal tutor to provide academic advice and support.

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end the preceding teaching block. Students undertake the placement either before the final module, or following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to keep a critical diary of the tasks and duties undertaken during their placement, to provide a framework for a reflective essay and work placement report, which is submitted for assessment at the end of the placement. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

1. **Aims of the Programme**

This programme aims to:

* Develop and enhance an in-depth theoretical and analytical knowledge of the discipline of history and its core theories with particular emphasis on the student’s chosen research interest.
* Provide students from a range of backgrounds with an informed and critical awareness of historiographical debates and their application to specific topics.
* Develop to a professional level critical awareness in using data and in applying historical analysis.
* Develop and enhance the skills that will be needed for students to become effective historians, including written, oral, organisational, digital, and presentational skills.
* Enable students to become familiar with textual, material, and digital sources of historical information and data used in advanced study.
* Enable students to put these sources to effective use in conducting independent research, which they will use to conduct a substantial programme of research and writing on their chosen topic.
* Develop students’ capacity to be independent thinkers and offer constructive and challenging contributions to society based on an understanding of the ways in which knowledge of the past can provide a deeper understanding of the present.
* Provide students with valuable workplace skills in: problem solving and organisation; data collation, review and synopsis; communication (oral, written and electronic); time management; computing; and co-operation and teamwork.
* The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas, as noted below. Where appropriate the programme outcomes are referenced to the QAA subject benchmarks for History and to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and how they relate to the typical student. There is no benchmark statement relating specifically to History at Level 7. We are guided where appropriate by the QAA benchmarks at Honours level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the programme students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the programme students will be able to:** |  | **Subject Practical skills**  **On completion of the programme students will be able to:** |
| A1 | Demonstrate the importance of historiographical debate to the evolution of History as a discipline | B1 | Evaluate, compare and contrast, to an advanced level, historiographical debates and developments | C1 | Present effectively the findings of their study and research to their peers and lecturers using technology where appropriate |
| A2 | Deploy research methods underpinning postgraduate level research | B2 | Subject historical texts and their contexts to critical and sophisticated analysis | C2 | Prepare and complete a planned research programme using library-, internet- and archive-based sources |
| A3 | Demonstrate in-depth knowledge of a specialised aspect of History | B3 | Construct clear and complex arguments orally and in writing | C3 | Confidently demonstrate skills of research, interpretation and presentation appropriate to further study and employability |
| A4 | Evaluate and use research methodologies and resources to produce a History dissertation | B4 | Engage critically with current debates and practice in History including Public History | C4 | Contribute to current debates based on knowledge of how the past can provide a deeper understanding of the present. |
|  |  |  |  | C5 | Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice). |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The following will normally be regarded as appropriate admission requirements for the programme, though applicants with other kinds of qualifications will be considered on an individual basis:

* successful completion of a certified programme of study, normally a good second class honours undergraduate degree in a relevant subject area or its equivalent;
* relevant non-certificated learning such as attendance at short programmes, continuing education programmes, relevant work and life experience;
* an appropriate combination of certificated and non-certificated learning;
* where a candidate’s first language is not English, advanced English language competence in the form of appropriate certificated learning (IELTS requirement of 6.5 overall, with a 7 in writing) or equivalent must be demonstrated as detailed in Kingston University’s Admissions Regulations.

Admissions procedures:

The Postgraduate Admissions Officer will normally consider all applications in the first instance, but where there is any doubt about the suitability of qualifications applications are sent to the MA Programme Director for consideration. Applicants who fulfill, or are likely to fulfill, the admissions requirements may be invited for an interview with the Programme Director or another senior member of the programme teaching team. In addition or as an alternative, applicants may be asked to submit a sample of written work on a historical topic in order to assess their suitability for the programme. The decision regarding offers of places will be made by the Postgraduate Admissions Officer or senior member of the programme teaching team based on all available information. The Admissions Officer will receive administrative support from the Postgraduate Programme Administrator.

1. **Programme Structure**

The programme is offered in full-time, part-time and ‘with professional placement’ mode, and leads to the award of MA History. There are possible interim awards: Pg Dip History; and Pg Cert History.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning**

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**E3. Outline Programme Structure**

The programme consists of 180 credits. Students will take a core 60 credit theory, methods and practice module, plus a choice of two out of the three 30 credit optional modules, and a 60 credit dissertation. Part-time students take the core research skills module plus one option module in their first year; then the dissertation and a second option module in their second year.

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme (with integrated placement) must complete all modules except the final ‘capstone project’ module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Doing History: Theory, Methods and Practice | HS7001 | 60 | 7 | 1 and 2 |
| Dissertation | HS7005 | 60 | 7 | 2 |
| **Option modules – Students choose 2** | | | | |
| The Eighteenth Century: Revolution, Empire and Society | HS7003 | 30 | 7 | 1 and 2 |
| Patterns of Power: International History, 1815-1999 | HS7006 | 30 | 7 | 1 and 2 |
| The People’s Culture and Politics in Democratic Britain | HS7007 | 30 | 7 | 1 and 2 |
| Professional Placement | HU7100 | 120 | 7 | TB3 (Year 1) and TB1 & TB2 (Yr 2) |

Students exiting the programme with 60 credits are eligible for the award of PgCert in History.

Students exiting the programme with 120 credits are eligible for the award of PgDip in History.

1. **Principles of Teaching, Learning and Assessment**

Learning

This programme is supported by a fully integrated learning, teaching and assessment strategy informed by the principles set out in the University’s corporate plan and designed to promote student employability in four key areas:

1. by providing research-led teaching: HS7003 and HS7004 option modules are arranged to cover historiographical debates in two main areas in history, and each case study within them relates to individual staff research projects.
2. by developing students’ capacity to be independent thinkers and offer constructive and challenging contributions to society: this programme will enable students to understand the ways in which knowledge of the past can provide a deeper understanding of the present, and equip them with the skills to contribute to debates about a range of social and political issues through a variety of media.
3. by maximising graduate employment prospects: completion of the programme will provide a wide range of transferrable skills for the workplace, and the public history option will further enhance student’s employability skills by providing a broader range of history related employment opportunities.
4. by encouraging volunteering and engagement with local and other communities: the work placement element of the public history option enables students to do voluntary work for a range of institutions and organizations both locally and further afield.

Teaching

The main teaching strategies will equip students with the advanced skills, knowledge and cognitive abilities required to conduct detailed independent historical research. Those who choose the Public History pathway will also acquire practical and ethical skills necessary for employment in public history related posts. Students will be taught primarily in small groups, through a variety of different formats designed to maximize student engagement in debates and practical tasks. The core ‘Theory, Methods and Practice’ module is delivered through a mixture of 2 hour lecture/seminar sessions to introduce and discuss key debates in the formation of historical knowledge and the use of primary sources. These are supported by workshops on historical and digital methods of research, plus visits to archives and libraries. In addition staff and external speakers will contribute to an evening seminar programme focusing on how they conduct their own research. The two academic option modules utilize a similar format in the first teaching block to outline key areas of research and debate. In the second teaching block students choose a specific ‘case study’ related to a member of staff’s research. Each week they will discuss key secondary texts in seminars that relate to a specific topic, and the following week will find, analyse and present a discussion of primary source documents on that topic. The ‘Public History’ module combines lecture/seminar sessions with workshops led by guest presenters in the field, and visits to heritage sites. In the second teaching block these are supplemented by work placements on local heritage projects or at an institution. Preparation for the dissertation begins in the second teaching block when students will be assigned an individual supervisor to help plan and conduct their research, but they will continue to engage with their peers for additional support and discussion by presenting their research findings to the other students. In this way students can apply the skills and knowledge acquired in the core and option modules to a research project of their choice. Students taking the public history option will relate their dissertation to discussion of specific examples of public history such as exhibitions, websites, heritage trails or historic houses.

Assessment

The assessment strategy is designed to support independent study and research, promote practical skills and stimulate student engagement with their chosen topic by offering a wide range of different formats for formative and summative assignments. Formative assessment will provide numerous opportunities for feedback and feed-forward from both staff and other students, thus enabling students to improve both their skills and their assignments prior to final assessment. Formative assessments will include elements of peer assisted learning through student comments on power point presentations, posters, blogs and short written pieces. Students will have the opportunity to complete draft or practice exercises such as writing blogs; staff will comment on preparation of draft essays and research plans, online quizzes, and personal research or study logs. Summative assessments are designed to evaluate a range of intellectual, research and practical skills through written essays and reports, presentations and media material, mini-methodological projects, and the dissertation of 15,000 words.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* An Academic Success Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services team, who will provide support for students prior to undertaking work placement(s).

1. **Ensuring and Enhancing the Quality of the Programme**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (module evaluation questionnaires) and a postgraduate survey
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The MA History programme deploys a wide range of teaching and learning strategies to meet and exceed curricular requirements, including those of employability. While focused on the acquisition of skills and knowledge – about employability and careers as well as about History – the programme also aims to stimulate and develop in each student attributes such as self-awareness and self-confidence, critical thinking, resourcefulness, adaptability and self-motivation. History postgraduates work well as individuals and as team members. With employability particularly in mind, students have the opportunity to learn in depth about public history and to undertake an independent supervised dissertation project. Employability, with learning and teaching, forms part of the programme’s design. History postgraduates go on to employment in education, in heritage and other history-related fields, in law, banking and finance, in business and retail and in manufacturing and service sector industries.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

1. **Approved Variants from the Postgraduate Regulations.**

None

1. **Other sources of information that you may wish to consult**

* QAA Subject Benchmark Statement: History

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_12>

* QAA Framework for Higher Educational Qualifications in England, Wales and Northern Ireland (2008)

<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14>

* QAA UK Quality Code for Higher Education (2011)

<http://www.qaa.ac.uk/quality-code>

* Lisa Lavender, for the History Subject Centre, Higher Education Academy: *History Graduates with Impact* (2011)

<http://www2.warwick.ac.uk/fac/cross_fac/heahistory/publications/>

* The Higher Education Academy: History

<http://www.heacademy.ac.uk/disciplines/history>

* The Historical Association

<http://www.history.org.uk/>

* Kingston University History Department website:

<http://fass.kingston.ac.uk/departments/history/>

* Kingston University website: Centre for the Historical Record

<http://fass.kingston.ac.uk/research/historical-record/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | HS7001 | HS7005 | HS7003 | HS7006 | HS7007 | HU7100 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S |  |
| A2 | S | S | S | S | S |  |
| A3 | S | S | S | S | S |  |
| A4 |  | S |  |  |  |  |
| **Intellectual Skills** | B1 | S | S | S | S | S |  |
| B2 | S | S | S | S | S |  |
| B3 | S | S | S | S | S |  |
| B4 | S | S |  |  |  |  |
| **Practical Skills** | C1 |  |  |  | S |  |  |
| C2 | S | S |  |  |  |  |
| C3 | S | S |  |  |  |  |
| C4 |  |  |  | S |  |  |
|  |  |  |  |  |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MA History |
| **Intermediate Award(s):** | Pg Cert  Pg Dip |
| **Minimum period of registration:** | Full-time: 1 year  Part-time: 2 years |
| **Maximum period of registration:** | Full-time: 2 years  Part-time: 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | There is no specific benchmark statement for postgraduate level History |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Arts |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | n/a |
| **Course/Route Code:** | PFHIS1HIS01  PPHIS1HIS01 |
|  |  |