



1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
M.A. (Social Sciences) with Honours in Economic and Social History and one other subject.		V300-2308H

2. Academic Session:

2016-17

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

4. Credits:

480

5. Entrance Requirements:

Please refer to the current undergraduate prospectus at:
<http://www.gla.ac.uk/prospectuses/undergraduate/>

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Both Full Time and Part Time

8. Programme Aims:

The aims of the programme are:

- to develop understanding of the present through study of the past: to encourage recognition of the similarities and differences between past societies, contexts and issues and those of the present; to create a measure of empathy with individuals and societies in the past; and to generate an appreciation of history as an ongoing process.

¹ This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

- to offer a range of contexts and environments in which students are able to develop a variety of listening, researching, analytical, communication and IT-based skills, and to foster those skills through the application of a varied set of assessment criteria.
- to communicate the currency, immediacy and excitement of the discipline of economic and social history by exposing students to recent research agendas, methodologies and outcomes.
- to provide a context in which students develop confidence and proficiency in selecting and applying appropriate social science techniques and insights to their study of the past.

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

- Develop understanding of the processes of economic development and social change.
- Place industrialisation and its social consequences in a clear historical framework.
- Relate the historical processes of economic and social change to an understanding of contemporary issues.
- Master the main themes and issues in modern economic and social history, including the principal historiographical controversies.
- Be conversant with relevant social science methodology and terminology.
- Develop a critical sensitivity to the dangers of anachronism and the limitations of historical evidence, in particular through examination of primary historical sources.

Skills and Other Attributes

Subject-specific/Practical Skills

- The ability to formulate a line of enquiry to define and analyse a set of problems and gather and assess appropriate information independently.
- The ability to present information and arguments lucidly and coherently whether in writing or orally.
- The ability to critically assess their own work and to respond to that of their peers.
- The development of individual initiative and self-discipline and self-discipline.
- The development of basic IT skills, including familiarity with appropriate web-based resources

Intellectual Skills

- The ability to distinguish narrative from interpretation and to appreciate the function of each.
- The ability to formulate independent judgements in a range of historical topics.
- The development of critical and analytical skill in such areas as: the use of substantial body of texts; the use of visual and other non-literary source material; the use of quantitative data; effective source criticism.

Transferable/Key Skills

- Self-management and organisation of work.
- Ability to construct and defend a coherent argument, in written and oral forms.
- Ability to work in collaboration with others.
- Develop the confidence to assess their own work and that of their peers in a considered and reflective manner.
- Select and use a variety of computer software packages.
- Identify, research and summarise a wide range of material and data relating to specific issues or problems.

10. Typical Learning and Teaching Approaches:

Knowledge and Understanding

The primary teaching tool is the formal lecture, in which broad perspectives are developed, significant questions identified and conceptual approaches discussed. Learning takes place primarily in small-group tutor-led seminars and through the reading which students undertake in preparation for these. It is expected that students will identify areas and issues of interest, concern or difficulty and will take an active role in shaping discussion of particular questions.

Skills and Other Attributes

Subject-specific/Practical Skills

Students are from an early stage expected to develop their research skills in the preparation of essays. Computer-based material is integral to the teaching strategy at both levels one and two, and at Honours, websites, primary documents, and contemporary material are routinely used and referred to. Specific training in using advanced search techniques, literature databases and primary materials is provided in the compulsory Junior Honours course. At all levels, students are given guidance in researching and accessing material, for specific essays and projects

Intellectual Skills

The requirement of students to produce essay answers to specific questions is designed to encourage a differentiation between narrative and analysis. This is supported by written feedback which aims to indicate to students the difference between argument and description. Preparation for seminars furthers this and through emphasis on the reading of both primary and secondary sources and discussion with their peers, students are encouraged to come to independent judgements. Throughout the degree there is an expectation of progression with an emphasis on more in depth reading and tighter discussion of increasingly sophisticated historiographical and historical issues. The research project undertaken as part of the core course in the final year and the dissertation, are important vehicles for developing this more sophisticated and in-depth work.

Transferable/Key Skills

At all levels, students are encouraged to prepare written work on issues which interest them. All students are expected to participate in discussion in seminar groups, and at Honours, student presentations are routine. In Sources and Methods, training is given in preparing and making oral presentations. All students are expected to complete the University's Basic IT course before the end of their first year; IT and web based material is integral to delivery of all courses and at Level 2 and at Honours, specific training is given in the use of a variety of software packages.

11. Typical Assessment Methods:

Knowledge and Understanding

Assessment of knowledge and understanding takes place primarily through formal examinations and essays. Other elements include projects where students are introduced to a wide range of material, from primary sources to contemporary literature, specific theoretical contributions, debates and IT-based analyses of datasets.

Skills and Other Attributes

Subject-specific/Practical Skills

Examinations remain important forms of assessment, but they are supplemented by formal essays. The core course requires groups of students to undertake a piece of extended primary-source research, while the dissertation offers students the opportunity to explore specific issues in depth.

Intellectual Skills

Assessment of these skills is based mainly on essays, seminar discussions, including participation and presentation. The feedback concerning the forms of assessment is also important. Examinations are a crucial form of assessment as they consolidate the intellectual skills gained by the above.

Transferable/Key Skills

Oral presentation skills are assessed in Researching Economic & Social History 1, by at least three members of academic staff. This course also includes peer and self assessment of contribution to the group research project and their ability to work collaboratively. This research project must be presented to a very high standard and show proficiency in the use of a variety of appropriate software. There is a dedicated Honours course on data modelling for historians. The use of projects within courses direct students towards a wide range of literature, sources, archives and data. These assess students' effectiveness in moving beyond traditional books and articles-type research and in organising and effectively using a variety of sources.

12. Programme Structure and Features:

The programme is full-time over four years. Levels 1 and 2 are offered within the context of the multi-disciplinary environment of the College of Social Sciences, and the School of Humanities in the College of Arts; this has the very great benefit to students of exposing them to a variety of social science and/or historical disciplines and approaches. The regulations for Honours in Economic and Social History are set in the context of the regulations of the College of Social Sciences.

DEGREE STRUCTURE

The standard degree structure is mapped below.

Year 1: 120 credits at Level 1 from within the College of Social Sciences, or other courses approved as qualifying.

Year 2: 120 credits, from within the College of Social Sciences, or other courses approved as qualifying, at least 80 of which must be at Level 2.

(Early exit point: Certificate of Higher Education, SCQF Level 7)

Year 3 - Junior Honours: Joint Honours students select three courses (60 credits) in Economic & Social History including the compulsory course Researching Economic & Social History 1, and three courses (60 credits) in their joint subject.

(Early exit point: MA/MA(Social Sciences), SCQF Level 9)

Year 4 - Senior Honours: Joint Honours students select three courses (60 credits) in Economic & Social History including the compulsory course RESH 2, or 1 course and a dissertation, plus three courses (60 credits) in their joint subject. Dissertations will be written in the period between May of the Junior Honours Year and December of the Senior Honours Year.

Requirements for Entry to Honours

40 credits at Grade B or above in Level 1 Economic & Social History

OR

40 credits at Grade C or above in Level 2 Economic & Social History

OR

60 credits at Grade B or above in Level 3 Economic & Social History

OR

20 credits at Grade C or above in Level 1 Economic & Social History

AND 20 credits at Grade C or above in Level 2 Economic & Social History

AND 20 credits at Grade C or above in Level 2 of another cognate subject, at the discretion of the Honours Convenor

Joint Degree Options

For up-to-date lists of the subjects you can take jointly with Economic & Social History, please visit the programme webpage: <http://www.gla.ac.uk/undergraduate/degrees/economicsocialhistory/>

ESH Course List

For up-to-date details on this programme's core and topic courses, please visit the Online Course Catalogue: <http://www.gla.ac.uk/coursecatalogue/courselist/?code=ESH&name=Economic+and+Social+History>

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards
- (d) Entry to Honours (For undergraduate programmes, where appropriate)

<http://www.gla.ac.uk/services/senateoffice/calendar/>

13. Programme Accredited By:

14. Location(s):

15. College:

16. Lead School/Institute:

17. Is this programme collaborative with another institution:

18. Awarding Institution(s):

19. Teaching Institution(s):

20. Language of Instruction:

21. Language of Assessment:

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:

Programme outcomes were formulated with reference to the History Benchmarking statement:
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/evaluation/hist.asp>

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Student Learning Service (www.gla.ac.uk/services/sls/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

The staff of Economic & Social History are committed to creating a congenial and friendly environment for our students.

Students have the opportunity to contribute to the curriculum and provide feedback on all aspects of teaching in a range of ways, including the Staff Student committee, which meets 2 to 3 times per year.

For further details on the Honours Programme, including course lists for the current session, student support mechanisms, employability and graduate destinations, please see the full Honours Brochure.

Further details on Economic & Social History can be found online at: www.glasgow.ac.uk/esh

24. Date of approval: