



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

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
M.A. Joint Honours in History	V100	V100-2000H

### 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:

- To develop a critical understanding of human activity in past societies for its own sake and to foster an understanding of the relationship between the present and the past, particularly of the complexity of the relationship between social, political and intellectual concerns of the present and research into the past.
- To facilitate student work in these areas by exposing students to current questions of historical research and

<sup>1</sup> 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](http://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.

method.

- To offer a range of opportunities and contexts for students to develop essential skills of analysis, research, presentation and communication as well as IT skills and qualities of initiative through the assessed study of history across a wide range of periods and types of history, which will prepare them for not only further study and research in history, but also for vocational training, for a wide variety of employment opportunities, and for continued life-long learning.

The aims of the final two years of the programme are:

- the development of the intellectual interests and analytical skills acquired by students during their first two years.
- awareness of previously unfamiliar methodological approaches, chronological periods and geographical areas by offering a wide and flexible choice of options.
- the opportunity to develop skills in historical computing, as well as basic IT awareness.
- familiarity with complex historical debates and interpretations, skill in interpreting primary sources where appropriate, and to inform these discussions with new ideas derived from lecturers' current research.
- the development of transferable skills by fostering individual initiative, personal choice, group discussion and, where appropriate, problem-solving team work.

### **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**

- The development of an understanding of the major historical forces operating in a range of countries, cultures and time periods such as Europe, the British Isles, Scotland, North America in the Medieval and/or Early Modern and/or Modern era.
- The ability to place a specialised knowledge of a particular period or culture within a broad comparative context.
- The ability to understand the historical dimension to national and cultural identities.
- The development of an understanding of complex historical debates and interpretations as a way of understanding the essentially provisional nature of historical knowledge.

#### **Skills and Other Attributes**

##### *Subject-specific/practical 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, including topics chosen to reflect students' own interests.
- The development of critical and analytical skills in such areas as: the use of a substantial body of texts; the use of visual and other non-literary source material; the use of quantitative data; effective source criticism.

##### *Intellectual 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.

##### *Transferable/key skills*

- The development of individual initiative and self-discipline.
- The development of basic IT skills including familiarity with appropriate web-based resources.

### **10. Typical Learning and Teaching Approaches:**

Lectures play an essential role in the initial acquisition of knowledge about historical events and contexts, particularly in survey courses, and thereby are significant in the development of understanding by undergraduate students. Not only do lectures allow for the identification and highlighting of key topics within the discipline they also permit students to hear how interpretations of key topics are produced by academics. Throughout the undergraduate programme lectures serve as a useful method of transmission, and in Honours years they also provide the students with first-hand knowledge of research currently being produced by members of the discipline. Lectures are supplemented by guided reading and seminars which focus on encouraging a deeper understanding of historical forces by raising questions of specialised issues.

The requirement on 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 as well as identifying subject specific problems. Preparation for pre-set seminars furthers this and through emphasis on the reading of both primary and secondary sources and discussion with their peers in response to particular issues students are encouraged to come to independent judgements. Where there is a perceived weakness on the part of the student which is not addressed by such feedback then the subject area will encourage the student to use the Effective Learning Adviser Service.

Throughout the period of the degree there is an expectation of progression with an emphasis upon more in-depth reading and tighter discussion of increasingly sophisticated historiographical and historical issues. The in-depth work required for the Special Subject in the final Honours year makes the Special Subject an important vehicle for teaching and learning in this context as is the dissertation (also completed in the final year). Written feedback on essays and seminars and one-to-one tutorials on essays permit these skills to be taught at an appropriate level.

The preparation of written work for essays and seminar papers and preparation for seminar discussion with clear deadlines and delivery dates is important at all levels (but increasingly so after Level 1 where seminar performance is measured broadly and presentations are not required) for skills of presentation and self-discipline and initiative. At Honours level the variety of seminar formats (which may include buzz groups or role play as well as plenary sessions) further enhances presentational skills plus the ability to listen critically to the work of others. The widening range of periods and topics available for study after Level 1 encourages students to recognise and develop their own interests and concerns; this gives them a personal stake in their work and provides a context for the development of individual initiative. This is particularly so at Honours level and it is at that stage in the Programme that the dissertation (which is submitted towards the end of the senior Honours year) becomes particularly important as a way of fostering the capacity to formulate agenda for enquiry and research skills of library searching, data collecting etc. Within the History programme Level 2 courses contain an element of web-based resources and at Honours level there is a module on Historical Computing and individual Honours modules may contain such elements as web-based resources.

### **11. Typical Assessment Methods:**

The programme is assessed by examinations, essays, seminar papers and presentations, seminar participation, and dissertation. Some courses also use projects, learning diaries and groupwork, as appropriate.

Essay questions which direct students towards particular themes and issues of history play a vital role in the development of their understanding. Seminar performance and presentation also provide vehicles for the students to come to grips with history as a subject and see how interpretations and debates are constructed. Exams provide a useful form of revision but also encourage the student to produce, within a limited time frame, evidence of their understanding of the subject, particularly their ability to place specialised knowledge within broader frameworks. In the final Honours year an extended piece of written work (the dissertation) plays an important part in assessment of general historical understanding and knowledge of a specific historical subject.

Both the forms of assessment (essay questions, seminar discussion topics, participation and presentation) and the feedback concerning the forms (particularly signposting within seminars and written feedback for essays) are important here. However, examinations also consolidate the intellectual skills gained at the end of first and second levels and in the final term of the Junior and Senior Honours years for courses taught in these years.

Examinations remain important here but essays and seminar performances and presentations play a key role. Criteria for seminar performance assessment and essays (together with descriptors for the latter) are made available to students in course documentation and the retention of copies of all written work submitted, which is

made available to external examiners, permits security of assessment. The same is true of the dissertation. The combination of forms of assessment based on oral presentation, contribution to discussion and written essay (a combination consistent in the Programme after Level 1) permits testing of a range of relevant student abilities.

## 12. Programme Structure and Features:

### Degree Structure (Joint Honours)

#### **Level 1**

120 credits, equivalent of six courses; not all these courses need be in History.

History courses:

History 1A: Scotland's Millennium: Kingdom, Union and Nation, c.1000-1999 (20 credits)

History 1B: Europe Rising, The Medieval World 500-1500 (20 credits)

#### **Level 2**

120 credits, equivalent of six courses, at least four of which must be at Level 2.

History courses:

History 2A: Society, Culture, Politics and Power in North America (20 credits)

History 2B: The making of Modern Societies 1500-2000 (20 credits)

#### **Junior Honours**

Three 20 credit courses drawn from the honours courses offered in that session

#### **Senior Honours**

Either three 20 credit courses, or a Special Subject (60 credits), or a Dissertation (40 credits) and one 20 credit course, Students must write a dissertation or complete an independent project in one of their subjects.

### Course Choices

History offers courses covering a wide range of subject matter and approach, in medieval, modern, late modern, and Scottish history, and other areas and varieties of history. Lecturers offer courses which explore ideas closely related to their research. Each course will be taught in one semester and will normally constitute not more than 20 contact hours per student, including at least five hours of seminars. History may define the minimum and maximum number of courses which students may take drawn from particular areas and varieties (e.g. in medieval or late modern history). Specific requirements concerning course choices are published yearly in the Honours Handbook.

Special Subject courses, taken in the final year, are the most advanced and intensive undergraduate courses offered to History students. They examine an historical period or theme in rigorous detail, primarily through seminars. Students work in a small class over two semesters.

Course availability varies depending upon the availability of staff. Details for each year are provided in the Honours Handbook.

## 13. Programme Accredited By:

Not Applicable

**14. Location(s):**

Glasgow

**15. College:**

College of Arts

**16. Lead School/Institute:**

Humanities [REG10300000]

**17. Is this programme collaborative with another institution:**

Select...

**18. Awarding Institution(s):**

University of Glasgow

**19. Teaching Institution(s):****20. Language of Instruction:**

English

**21. Language of Assessment:**

English

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

QAA Benchmarking Statement for History

**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/](http://www.gla.ac.uk/services/sls/)), Counselling & Psychological Services ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

- **Library and IT facilities:** [www.lib.gla.ac.uk](http://www.lib.gla.ac.uk)

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24. Date of approval:	
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