



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

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA (Social Sciences) with Honours in Economic and Social History with Quantitative Methods		V300A-2308

2. Academic Session:

2017-18

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

10

4. Credits:

480

5. Entrance Requirements:

Refer to the current undergraduate prospectus for entrants to the MA Soc Sci at:
<http://www.gla.ac.uk/undergraduate/degrees/economicsocialhistory/>

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

ATAS Certificate not required

7. Attendance Type:

Full Time

8. Programme Aims:

Glasgow Q-Step was formed in October 2013 following an open call (Nuffield, ESRC, HEFCE) to create 15 centres across the UK to create a step change in quantitative literacy among social scientists. The University of Glasgow was awarded £1.4million and GU have matched that investment. One of the requirements of the funding was to create new 'with' degrees that sit alongside subject areas in the School of Social and Political

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.

Science (SSPS). The aims of this degree are:

- to enhance students quantitative skills and literacy, to improve their employability
- to encourage students to pursue advanced learning in social quantitative methods
- to produce a new generation of post-graduates and academics fluent in quantitative methods
- 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.
- 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:

15. Assessment Methods:

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 or labs 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 'Researching Economic and Social History'. Dissertation training and advanced quantitative methods skills are introduced in 'Quantitative Methods 3.1 and 3.2'. 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: *** See Section 4.5 of the [Guidance Notes](#). This field should provide an overview of the typical assessment methods used in the programme, bearing in mind that assessment takes place at course level.*

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 or reports. 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. Quantitative methods courses allow advanced statistical skills to be applied to real-world problems.

Intellectual Skills

Assessment of these skills is based mainly on essays, reports, 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. Quantitative methods courses will expose students to Excel and R software.

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. This would normally include Quantitative Methods 1 (20 credits, semester 1, level 1) and Quantitative Methods 2 (20 credits, semester 2, level 2).*
(Early exit point: Certificate of Higher Education, SCQF Level 7)

Year 3 - Junior Honours: Single Honours students select six courses (120 credits) in Economic & Social History including the compulsory courses 'Researching Economic & Social History 1'; 'Quantitative Methods 3.1' (20 credits, semester 1) and 'Quantitative Methods 3.2' (20 credits, semester 2). (Early exit point: MA/MA(Social Sciences), SCQF Level 9 – note this route can not lead to a 'with quantitative methods' degree.

Year 4 - Senior Honours: Single Honours students select six courses (120 credits) in Economic & Social History including the compulsory course Researching Economic & Social History 2 and a further quantitative

methods course (options TBC), or four courses (including a further quantitative methods course) and a dissertation.

Dissertations will be written in the period between May of the Junior Honours Year and December of the Senior Honours Year.

Across their two Honours years, Single Honours students may take up to three single-semester courses or one year-long course in another subject. (e.g. a language, another social science subject, history etc). This aspect of the programme allows students to combine courses in a very flexible manner.

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

And 20 credits at Grade D3 or above in Quantitative Methods 1 and Quantitative Methods 2*.

*a Grade D3 pass or above in Psychology 2; Geography 2; Statistics 1 will be permitted instead of completion of quantitative Methods 1 and 2.

There is no option to sit Economic & Social History with Quantitative Methods as a Joint Degree.

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):

Glasgow

15. College:

College of Social Sciences

16. Lead School/Institute:

Social and Political Sciences [REG40500000]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](http://www.qaa.ac.uk/academicinfrastructure/benchmark/evaluation/hist.asp)) and Other External or Internal Reference Points:

Programme outcomes were formulated with reference to the History Benchmarking statement at:
<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/).

20. Academic Session:

24. Online Learning:

No

25. Date of approval: