



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

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Scottish History (Joint)		V212-2000H

2. Academic Session:

2018-19

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:

Scottish History at Glasgow aims to

- develop a critical understanding of human activity in past societies, particularly Scotland, 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

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.

into the past.

- facilitate student work in these areas by exposing students to current questions of historical research and method.
- 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, particularly Scottish 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.
- develop the intellectual interests and analytical skills acquired by students during their first two years.
- Make students aware of previously unfamiliar methodological approaches, chronological periods and geographical areas by offering a wide and flexible choice of options.
- Introduce 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.
- develop 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, with particular emphasis on Scotland.
- 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 discipline 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, if taken, in the final Honours year makes the Special Subject an important vehicle for teaching and learning in this context as is the dissertation (if taken: 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.

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 semester 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:

Structure

A typical **Joint Honours** curriculum in Scottish History will be constructed as follows:

Year	Courses	Credits	Possible Exit Points
1	History 1A	20	Certificate of Higher Education (120 credits)
	History 1B	20	
	40 credits at Level 1 in Joint subject	40	
	40 credits at Level 1 in another subject	40	
2	History 2A	20	Diploma of Higher Education (240 credits)
	History 2B	20	
	40 credits at Level 2 in Joint subject	40	
	40 credits at Level 1 or Level 2 in another subject	40	
3 Junior Hons	3 Honours option courses drawn from the Scottish History Honours courses offered in that session (20 credits each)	60	MA (General) 360 credits
	60 credits in Joint Honours subject	60	
4 Senior Hons	Either: 3 Honours option courses drawn from the Scottish History Honours courses offered in that session (20 credits each) (in this case, the student must do a dissertation in their other joint subject)	60	MA with Honours 480 credits
	Or: Scottish History Special Subject drawn from those offered in that session (in this case, the student must do a dissertation in their other joint subject)	60	
	Or: Dissertation (HIST4082)	40	
	1 Honours option drawn from the Scottish History Honours courses offered in that session	20	
	60 credits in Joint Honours subject	60	

Features

To be admitted to Honours study you must satisfy subject and College of Arts requirements and obtain grades of at least B3 and C3 for History 2A and 2B at the first sitting.

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/policies/calendar/>

13. Programme Accredited By:

14. Location(s):

Glasgow

15. College:

College of Arts

16. Lead School/Institute:

Humanities [REG10300000]

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](#)) 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 LEADS (www.gla.ac.uk/myglasgow/leads/), 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/).

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24. Online Learning:

No

25. Date of approval:	14/12/2018
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