



MA Historical Research and Public History Programme Specification

Programme	MA Historical Research and Public History		
Programme Level	Level 7 (FHEQ)	Programme Code	MAFA1XL (FT) PTMHI10 (PT)
Relevant QAA Benchmark Statement	No History postgraduate level benchmark statement available	HECoS Code	100302
Awarding Body	Swansea University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	11 April 2016
Mode of Study	Full Time / Part Time	Duration of Study	1 Year (FT) 2 Years (PT)

PROGRAMME STRUCTURE

This MA in Historical Research and Public History is for those who want advanced training in history, historical research, and the historical method, and who want to consider how history operates in the public sphere, in areas such as broadcasting, heritage, public policy, historical fiction, and popular history. This MA is designed to provide, over the course of one year (full-time, or two years part-time), a historical training through four main approaches:

1. A course in 'The Historian's Craft', that is, advanced training in historical method, historiography, and the practices of historical research
2. Courses in 'Public History', that is, history as it is represented in the public sphere, whether in museums and galleries, heritage sites and historic houses, radio and television broadcasting, film, popular history books, historical novels, or public policy. One of these courses is theoretical; the second is applied (a public history project based on their dissertation topic, and assessed by both their tutor and their peers).
3. In-depth studies of specific historical periods from the medieval to the modern (they must choose one modern, and one medieval or early modern depth study)

4. The completion of a substantial piece of original historical research in the form of a 20,000-word dissertation (supported by a 5,000-word research proposal and bibliographic essay), for which students have individual supervisions.

It is therefore suitable both for people who have a first degree in History and want to transition into historical research or public history, but it is also suitable for people who have a first degree in another related discipline and want to convert to history, or those who have a life-long interest in history but have never formally studied it or (dependent on equivalent experience) any discipline at degree level. For those people, this MA will serve as a sort of 'history conversion course'.

PROGRAMME INTEGRATION

The programme blends the development of key skills in historical research and method, with the development of both historical knowledge and understanding, and knowledge, understanding, and practice of public history. These all come together in the dissertation and its associated public history project based on the dissertation topic.

The degree is studied, full time, over one year and there are three terms in the year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are twelve weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week.

The Trinity term consists of eight weeks where students will concentrate on developing their dissertations and public history projects.

The programme consists of seven courses (180 credits):

FULL TIME PROGRAMME STRUCTURE

MICHAELMAS TERM

- The Historian's Craft (20 credits)
- Depth Study 1* (20 credits)

HILARY TERM

- Public History (20 credits)
- Depth Study 2* (20 credits)
- Research Folder (20 credits)

TRINITY TERM

- Applied Public History (20 credits)
- Dissertation (60 credits)

PART TIME PROGRAMME STRUCTURE

YEAR 1

Michaelmas Term

- Historian's Craft (20 credits)

Hilary Term

- Depth Study 1* (20 credits)

Trinity Term

- Research Folder (20 credits)

YEAR 2

Michaelmas Term

- Depth Study 2* (20 credits)

Hilary Term

- Public History (20 credits)

Trinity Term

- Dissertation (60 credits)
- Applied Public History (20 credits)

* Choice of Depth Studies:

1. The Royal Court: Ritual, Culture, and Power in Medieval England, 1150-1300
2. Cross-Cultural Encounters in the Early Modern World
3. The Later Victorian Age: Society and Culture, 1870-1900
4. African Americans and Economic Inequality from Civil War to Civil Rights

ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements and references. Normally, an upper second-class honours undergraduate degree (or equivalent) in history or a related subject (applicants' first degree need not be in history; related subjects include English, languages, philosophy, politics, sociology, and anthropology), but each applicant will be assessed on an individual basis (including, by interview), and we are happy to consider applicants who have been out of education for a while, who have equivalent professional experience etc.

English language requirements: IELTS 7.0, with a minimum 6.5 in each component.

RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Swansea University RPL procedure: Accreditation of Prior Learning Policy, which can be found [here](#).

EDUCATIONAL AIMS

The MA in Historical Research and Public History is designed to be a history conversion course. It will train people to become historians within a year, and will enable them to engage the wider public in history. The emphasis is therefore on training in the historical method and in ways of disseminating history to a wider world. Compulsory courses include 'The Historian's Craft', which will provide training in historical research; 'Public History', an introduction to the practice of public history in radio, TV, museums, historic houses, novels, films, policy, etc.; and 'Applied Public History', which reviews how other people have done public history, and develops students' own pieces of public history on the basis of dissertation work.

KNOWLEDGE AND UNDERSTANDING

The programme aims to:

- train students in the historical method, including how to find sources, analyse and critique evidence, and evaluate the value of different sources;
- develop students' awareness and understanding of the different approaches to, and theories of, history;
- provide a thorough grounding in the discipline and practice of public history and the commercial, professional, and ethical issues associated with it, and to encourage critical evaluation of how the past is represented, constructed, debated, and contested in the public sphere;
- enable students to appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence;
- foster the technical skills involved in historical research and writing;
- equip students with the knowledge and understanding of, and skills to analyse and evaluate, key aspects of the medieval, early modern, and modern periods;
- guide and support students to deliver a substantial piece of original historical research, presented in clear, coherent, well referenced, and persuasively argued prose;
- improve students' life skills in the areas of critical questioning, information gathering, synthesis, and analysis, and oral and written communication.

LEARNING OUTCOMES

Knowledge and Understanding

A student will be able to:

- K1 examine and analyse key aspects of the medieval, early modern and/or modern past;
- K2 handle and assimilate a wide range of different materials, such as manuscript sources, printed texts, and quantified data;
- K3 distinguish between, and assess, different perspectives in recent debates in a range of historical fields and subject areas, such as the history of ideas, cultural history, and the history of gender;
- K4 evaluate the usefulness of inter- and cross-disciplinary approaches to history, notably in relation to the disciplines of anthropology, the history of art, and/or literary studies;
- K5 critically appraise the means by which historical knowledge can contribute to a wider public engagement with, and knowledge of, the past through heritage, the media, and/or public policy and the challenges and complexities of reconstructing the past for a public audience;
- K6 construct bibliographies, consult archives, review critically in the field of history, and discuss historical issues in a seminar setting.

Intellectual Skills

A student will be able to:

- I1 formulate and structure coherent historical arguments in a critical, lucid, and

conceptually sophisticated manner;

- I2 identify, examine, and evaluate primary and secondary sources, and critically analyse evidence derived from such sources;
- I3 synthesise large amounts of information from different disciplinary and methodological perspectives;
- I4 locate their work within the existing corpus of historical scholarship, and identify key issues and worthwhile questions within this corpus;
- I5 work independently to devise an original idea in response to these issues and questions, and develop it into a substantial piece of work.

Practical Skills

A student will be able to:

- P1 produce written work that is well structured, fluent, well referenced, and clear;
- P2 manage a project to completion in a set time-frame;
- P3 lead and contribute constructively to group discussion;
- P4 present their ideas lucidly to a group of peers;
- P5 demonstrate advanced competence in the use of critical apparatus such as footnotes and bibliographies.

Transferable Skills

A student will be able to:

- T1 gather, organise, and deploy a range of evidence and data in support of a clearly defined line of argument;
- T2 synthesise and analyse large amounts of information to produce pertinent and critical conclusions;
- T3 closely read, and engage critically and analytically with texts;
- T4 develop and sustain a coherent, original, and persuasive written and oral argument;
- T5 manage their time efficiently to produce an independent piece of work on a significant theme that they have identified.

MAP OF COURSES TO LEARNING OUTCOMES

Course Title	Knowledge & Understanding						Intellectual Skills					Practical Skills					Transferable Skills				
	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
The Historian's Craft	P	A	A	A	-	A	A	A	A	A	A	A	A	P	P	A	A	A	A	A	A
Public History	P	T	T	T	A	P	A	A	A	A	-	A	-	P	P	T	A	A	A	A	A
Applied Public History	P	A	P	-	A	A	A	A	A	A	A	A	A	P	A	A	A	A	A	A	A
The Royal Court: Ritual, Culture, and Power in Medieval England, 1150-1300	A	-	T	A	-	A	A	A	A	A	P	A	P	P	P	P	A	A	A	A	P
Cross-Cultural Encounters in the Early Modern World	A	A	T	T	-	A	A	A	A	A	-	A	-	P	P	A	A	A	A	A	-
The Later Victorian Age: Society and Culture, 1870-1900	A	A	A	P	-	A	A	A	A	A	A	A	A	P	P	A	A	A	A	A	A
African Americans and Economic Inequality from Civil War to Civil Rights	A	A	A	P	-	A	A	A	A	A	P	A	-	P	P	A	A	A	A	A	-
Research Folder	-	A	-	-	-	A	A	A	-	A	A	A	A	A	P	A	-	A	A	-	A
Dissertation	A	A	A	T	-	A	A	A	A	A	A	A	A	-	-	-	A	A	A	A	A

Learning outcomes shown in this programme specification are related to the outcomes of individual courses. This map shows where intended outcomes are developed but not assessed (**taught = T**, and **opportunity to practice = P**) and the courses where the outcome is specifically **assessed (A)**. Several of the learning outcomes contain various topics and skills. It is difficult to disaggregate some of this information and thus some individual courses may cover one skill but not another. If any element of a learning outcome is undertaken then one of the relevant codes has been recorded in the table. This curriculum map is a working model to aid tutors and programme planners. The information contained in this map should not be seen as fixed. For example, a topic may be assessed one year but not the next - this reflects the development, updating and review of curriculum content, style of delivery and assessment.

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The faculty makes use of various teaching and learning strategies, including:

- Directed reading
- Independent study and research
- Seminar discussions
- Dissertation conferences
- Introduction to archives and libraries
- Individual supervisions
- Visits to historic houses/museums
- Informal discussion groups (including online discussion)
- Peer-review workshops

The style of teaching on the MA Historical Research and Public History exposes students to weekly seminars that capture their interest and excite their curiosity. These seminars are designed to be given to smaller groups of students than at other institutions, to allow interactivity and time for in-depth discussion and questioning of that week's subject matter. Students receive detailed feedback on formative work, and ideas and arguments are approached from new angles and in new contexts so as to enable the consolidation and review of material.

The programme is designed to progress steadily over the year and develop students' conceptual sophistication through cumulative experience and knowledge. Students begin by consolidating and extending skills of historical research by considering historiographical and methodological challenges before applying these ideas to specialized topics in a choice of depth studies and the independent research dissertation. Similarly, students are introduced to the conceptual challenges of Public History before applying these ideas in practice with their own Public History project.

RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

WIDENING PARTICIPATION

The faculty is committed to widening participation in History, both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The faculty visits a wide range of schools, hosts open lectures, engages with mass and social media, and publishes in accessible formats. Members of the faculty are highly engaged with, and committed to, the public dissemination of their discipline. Individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles. The faculty facilitates a wide range of academic and social events in which academics and students are brought together.

RESEARCH

All members of the faculty have been chosen on the basis of their research activity, as well as their talents in teaching, and are encouraged to remain active in their research field, partly by being given an individual annual research budget and regular sabbatical leave. The teaching has been developed and allocated on the basis of research interests and expertise, and the faculty provides a lively, open, and interactive teaching environment, in which research and teaching are complementary.

Students are taught research and digital literacy skills in the following ways:

- a) At the beginning of Michaelmas term, subject librarians at Senate House Library give NCH students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of History. Students need to know how to analyse their research topic when planning a literature search, identifying appropriate keywords, and alternative possibilities. They will be made aware of library database that they can use to search for academic journal articles (such as JSTOR) and know how to use these databases effectively to find articles relating to their chosen keywords. Following their search, it will be necessary to evaluate the results and the quality and relevance of the articles critically. They will be made aware of the availability and value of other physical and online research tools. Students should also know how to access the online and in-person support available to them in this area, via Senate House Library.
- b) 'The Historian's Craft' taught in Michaelmas trains students in the use of archives and primary sources as well as dealing with referencing, footnotes, and bibliographies.
- c) Training in historical research is the central component of 'Dissertation I' where students are supported with individual tuition to develop a proposal for their own independent research project (through bibliographies, literature reviews etc) and 'Dissertation II' where students will bring their 20,000 word projects to completion.

ASSESSMENT

Assessment in the Historical Research and Public History MA aims to test:

- knowledge and understanding of the complexity and diversity of situations, events and mentalities in the past;
- ability to evaluate evidence and reflect critically, empathically and contextually on it;
- ability to marshal, develop and sustain a rigorous, robust, well-structured and concise historical argument, on the basis of this evidence;
- ability to express oneself fluently, clearly and coherently in prose;
- an awareness of the different methodological approaches to History;
- knowledge and understanding of central philosophical questions, texts, and debates;
- ability to reason rigorously, critically, creatively and autonomously;
- ability to express oneself clearly and precisely;

- knowledge and understanding of different periods of history;
- ability to appraise the means by which historical knowledge contributes to a wider public engagement with, and knowledge of, the past
- ability to communicate historical research to a public audience

Courses are assessed in a variety of ways, including:

- Coursework essays
- Research proposals
- Oral presentations
- Peer review
- Dissertation

Appendix B is the programme structure and assessment summary.

ASSESSMENT REGULATIONS

Swansea University assessment regulations are followed for this programme. The assessment regulations can be found [here](#).

STUDENT SUPPORT

DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

CAREERS EDUCATION, INFORMATION AND GUIDANCE

Masters students will have access to the College's Careers Advisory Service. This includes employer receptions with representatives from a wide range of sectors and our electronic Careers Centre, containing features and functionality for careers guidance, interview advice and job searching.

In addition Careers Advisers, supplemented with support from tutors, offer advice, often one-to-one, on securing a professional future tailored to students' skills and ambitions.

QUALITY EVALUATION AND ENHANCEMENT

AWARD STANDARDS

Every programme of study is developed and approved by the College's Academic Board and then validated by Swansea University.

REVIEW AND EVALUATION MECHANISMS

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners, as appointed by the validating University, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis, termly Student-Staff Liaison Committee meetings and annual Student Satisfaction Survey.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff. Students may also raise matters with their personal tutor.

ABOUT THIS DOCUMENT

Head of Faculty for Master of Arts degree in Historical Research and Public History	Dr Lars Kjaer
Start date	October 2017
Date of approval	April 2016
Date(s) updated/amended	September 2018 May 2019 March 2020

APPENDIX A – EXIT AWARDS

POSTGRADUATE CERTIFICATE

3 x 20 credit Level 7 courses = 60 credits

POSTGRADUATE DIPLOMA

6 x 20 credit level 7 courses = 120 credits

APPENDIX B - PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type			
					AE1	Activity type	AE2	Activity type
HINM01	The Historian's Craft	20	C	CD	50%	Written Assignment	50%	Written Assignment
HINM02	Public History	20	C	CD	50%	Written Assignment	50%	Written Assignment
HINM03	Applied Public History	20	C	CD	20%	Oral Presentation	80%	Project
HINM04	The Royal Court: Ritual, Culture, and Power in Medieval England, 1150-1300	20	O	CD	20%	Written Assignment	80%	Written Assignment
HINM06	Cross-Cultural Encounters in the Early Modern World	20	O	CD	50%	Written Assignment	50%	Written Assignment
HINM07	The Later Victorian Age: Society and Culture, 1870-1900	20	O	CD	50%	Written Assignment	50%	Written Assignment
HINM08	African Americans and Economic Inequality from Civil War to Civil Rights	20	O	CD	50%	Written Assignment	50%	Written Assignment
HINM09	Research Folder	20	C	CD	100%	Written Assignment		
HINM10	Dissertation	60	C	CD	100%	Dissertation		