

## **MRes History**

### **Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:** MRes History

**Name of Interim Exit Award(s):** Postgraduate Certificate in History

**Duration of Programme:** 1 year full-time or 2 years part-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (100302) History

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** December 2020

**Home Department:** History

**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

### **Programme overview**

The MRes History programme provides students with an ideal foundation for further historical research. On the basis of an individual research project that is much smaller in scale than an MPhil topic. Students can gradually acquire skills and techniques necessary for their particular field of research and then put into practice in their research project.

### **Programme entry requirements**

Students should normally have, or expect to gain, a first degree of at least upper second class standard in history or another appropriate subject, or be qualified by previous experience and be able to demonstrate the ability to work at Master's level. Applicants who are not graduates, or who have a degree in an unrelated field, or any other candidates may be subject to a qualifying examination in the form of essay work. Admission is normally by interview. Non-native speakers normally possess IELTS of 6.5, or equivalent.

## Aims of the programme

The MRes in History explores current approaches to historical research and the interdisciplinarity required when historical enquiry focuses on the use of a broad variety of source material. It investigates the relationship between material life and linguistic and visual symbolisation as well as the impact of cultural processes on material life in the early modern and modern periods. The programme aims to:

- examine the historiography of, and current research within, History
- develop students' ability to locate, use, and critically reflect upon, a variety of source material for historical enquiry
- develop students' ability to think systematically and creatively about developments in the field of history
- enhance students' critical and analytical skills
- enhance students' ability to develop and sustain original arguments
- encourage students' self-development into professionally organised and interactive individuals by practising skills of research, evaluation, and communication in written, oral, and visual domains
- facilitate a learning environment that offers students an appropriate foundation for further scholarly research in history, cultural studies, and other related disciplines in the humanities

## What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate in History will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an in-depth knowledge and understanding of historical and critical debates about the development of History in the 20th and 21st centuries	All modules
A2	Utilise a detailed understanding of interdisciplinary and trans-disciplinary approaches to History	All modules
A3	Demonstrate an in-depth understanding of the possibilities and limitations of using a broad variety of source material for historical analysis	All modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A4	Demonstrate a thorough knowledge of current debates about the further development of History	All modules

### **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Interpret a broad variety of source material in the context of historical enquiry	All modules
B2	Develop and sustain original arguments that are informed by, but not wholly dependent on, authorities in the field of History	All modules

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Take a critical and measured approach to historical source material and historiography	All modules

### **Transferable skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Interpret a broad variety of sources closely and critically	All modules
D2	Successfully deliver oral presentations	All modules
D3	Write creative and critical historical analysis	All modules
D4	Critically assess a range of primary and secondary sources	All modules
D5	Utilise and integrate multiple and diverse forms of evidence	All modules
D6	Formulate coherent and persuasive interpretations and arguments informed by standards of scholarly accuracy	All modules

Students who successfully complete the MRes History will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an in-depth knowledge and understanding of the student's chosen period and area within History	All modules
A2	Demonstrate an in-depth understanding of the possibilities and limitations of using a broad variety of source material for historical analysis	All modules
A3	Demonstrate a thorough knowledge of current debates in the field of History	All modules

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Take a critical and measured approach to historical source material	All modules
B2	Develop and sustain original arguments that are informed by, but not wholly dependent on, authorities in the field of History	All modules

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Interpret a broad variety of source material in the context of historical enquiry	All modules

### Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Interpret a broad variety of sources closely and critically	All modules
D2	Deliver oral presentations	All modules
D3	Write (or produce in some other media) creative and critical historical analysis	All modules
D4	Carry out independent research	All modules

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D5	Assess evidence critically	All modules
D6	Integrate multiple and diverse forms of evidence	All modules
D7	Formulate coherent and persuasive interpretations and arguments informed by standards of scholarly accuracy	All modules
D8	Identify and address suitable topics for extended, independent study	All modules

## How you will learn

### KNOWLEDGE AND UNDERSTANDING

Students will take the most appropriate compulsory MA Explorations and Debates module as well as the MA Research Skills module. Explorations & Debates investigates the ways historians have conceptualised and contested historical practices across a range of time periods. It considers the relationship between History and other disciplines, as well as historians' ways of using a range of sources for historical enquiry. Presentations and discussions in the seminars as well as the writing of essays provide students with the opportunity to investigate the key theoretical and conceptual questions in a variety of ways.

The Research Skills module trains students in the use and interpretation of a wide range of source material: textual, oral, visual and material. The module includes non-classroom-based workshops, e.g. for ICT skills, and visits to museums, galleries, and archives where students will be addressed by specialists in these fields. Student's understanding will be tested through a series of preparatory tasks for class discussion and assessed coursework (all coursework must be passed in order to pass the module).

### SUBJECT-SPECIFIC COGNITIVE/THINKING SKILLS

Students take the compulsory MA Explorations and Debates module so as to participate in the intellectually stimulating postgraduate environment, which embraces intellectual diversity and encourages and supports independence, creativity, and confidence of students. Students are encouraged to test all their

abilities in the diagnostic essays and seminar presentations which do not count towards assessment but are intended to allow students to familiarise themselves with the intellectual requirements of the programme.

The Research Skills module provides students with the appropriate understanding of the source material and the methods of interpretation in order to develop and apply these skills in practice in the various form of work students produce during the course.

## TRANSFERABLE SKILLS

Since the programme can be tailored individually, the learning and teaching methods and strategies to support these outcomes are dependent on the chosen module and their aims. The MA compulsory Explorations and Debates module provides students with the necessary conceptual framework for a practical application of the skills in presentations, coursework and the dissertation.

The Research Skills module provides students with the appropriate understanding of the source material and the methods of interpretation in order to develop and apply these skills in practice in the various form of work students produce in this module.

## How you will be assessed

All modes of assessment are designed to allow the examination of intellectually challenging work. The coursework for the Explorations & Debates module allows this by exploring and assessing historiographical concepts. Students are encouraged to demonstrate a broad variety of research skills through the formatively and summatively assessed work on the Research Skills module. The dissertation requires students to prove these skills in a piece of extended writing based on their independent research.

Summative assessment comprises a portfolio of coursework essays and the research dissertation. Explorations & Debates in History is assessed by coursework totaling 5,000 words.

Research Skills is assessed by coursework totaling 5000 words (all coursework must be passed in order to pass the module). The research dissertation will be 30,000 words long. The word limit of 30,000 words includes footnotes, but excludes bibliography.

Formative assessment comprises a series of preparatory tasks for Research Skills, seminar presentations in all other modules and participation in the dissertation conference (i.e., helping to organise it and presenting a paper).

All modes of assessment test students' skills, knowledge and understanding in different forms.

All assessed work is double-marked internally and a sample submitted to an external examiner who ensures parity of standards across the MA programme. The marks are

approved by the History Examination Board at which the external examiner is present to monitor proceedings and advise on borderline cases. No mark is final until the History Examination Board has met. The Examination Board determines the final award. The MA is awarded to candidates who successfully pass all of the different elements of assessment.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Exceptional work of potentially publishable quality, showing originality and based on extensive research and independent thought. Represents the achievement of the learning outcomes to an outstanding level.
70-79%	Distinction	Excellent work. In addition to the qualities expected at lower levels, shows independence of thought and judgement in relation to primary and secondary material and an ability to develop original ideas on a particular topic. Has a high level of analytical and critical skills. Able to put the topic in its regional context and to draw comparisons between places, periods and subjects. Imaginative and well- rounded work. Shows readiness to adopt new approaches and techniques. Represents the achievement of the learning outcomes to an excellent level.
60-69%	Merit	Good work, showing analytical and critical abilities, a wide knowledge of the topic under discussion, a sound grasp of the nature of the sources and of the subject's historiography. High standard of writing and presentation and a readiness, in essays and dissertations, to make use of maps, illustrations, graphs and tables, where appropriate, to back up the main argument. Represents the achievements of the learning outcomes to a good level.
50-59%	Pass	Satisfactory work, showing an ability to analyse the main issues and support the analysis with adequate knowledge; able to write to the point; shows an awareness of the nature of the sources and historiography; some faults in English style, acceptable in examinations but not in essays and dissertations. Represents the achievement of the learning outcomes to a threshold level.
30-49%	Fail	Work based on inadequate knowledge and showing a failure to grasp the main issues and to tackle the problems under discussion; limited powers of analysis and argument. Represents an overall failure to achieve the learning outcomes.

Mark	Descriptor	Specific Marking Criteria
10-29%	Bad fail	Scrappy and totally inadequate work. Represents a significant overall failure to achieve the appropriate learning outcomes.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## How the programme is structured

The programme consists of:

1. Explorations and Debates (30 credits)
2. Research Skills (30 credits)
3. Research Dissertation (120 credits)

Full-time students take Explorations and Debates and Research Skills during their first term. In their second term they begin writing their dissertation. During the third term they participate in the Dissertation Workshop and complete their dissertation.

Part-time students normally take Explorations and Debates in the first term of their first year and are encouraged to attend the Dissertation Conference in the third term of their first year. They take Research Skills in the first term of their second year and participate in the Dissertation Conference in the third term of their second year. They write their dissertation during the second and third term of their first year and throughout their second year of study.

Explorations and Debates consists of weekly seminars for all students and additional, separate tutorials for each student. The module explores a range of interdisciplinary approaches to History and the influences of leading historical movements in the twentieth century through the analysis of key texts.

The Research Skills module aims to give students understanding and practical experience in the range and use of source material and appropriate research methods. Textual, visual, material and oral sources will be critically addressed through classroom discussion and field visits. A further, and important, objective of this module is to prepare students for the research to be undertaken in order to complete the dissertation. Research Skills consists of weekly seminars/field trips for all students.

Part-time students take Explorations & Debates in History in the first term of Year 1. They will normally be expected to have passed this module before proceeding to the final year.

Module Title	Module Code	Credits	Level	Module Status	Term
Explorations and Debates in History	HT71126C	30	7	Compulsory	1
OR: Explorations and Debates in Queer History	HT71139A	30	7	Compulsory	1
Research Skills	HT71110E	30	7	Compulsory	1
Dissertation	HT71068C	120	7	Compulsory	2-3

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend

all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

Students who complete the MRes History programme are successful in all types of careers which are available to humanities students, ranging from the media to the law to the public sector. Students choose to study for this degree in London because of the wide range of research institutions and facilities that are available. Some of those who complete the programme continue to pursue research as part of their career or take up jobs with institutions such as archives or museums that they became familiar with during their studies. Ideally, students decide to take the MRes History as a preparation for further postgraduate studies on MPhil and PhD level.

## The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

### Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

### Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

### Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

### Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

## **Interim exit awards**

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

## **Programme-specific rules and facts**

### **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### **Specific programme costs**

Not applicable.

## **How teaching quality will be monitored**

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires.

Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).