

1	Awarding Institution	University of Newcastle
2	Teaching Institution	University of Newcastle
3	Final Award	M. Res.
4	Programme title	M. Res. in Regional History
5	Programme Accredited by:	Not appropriate
6	UCAS Code	Not appropriate
7	QAA Subject Benchmarking Group(s)	History
8	Date of production/revision	22.03..2004
9	Programme Aims:	
	(i)	to provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced research in history in general and regional history in particular.
	(ii)	to contribute to the University's objectives by providing high quality research training to an increasing number of postgraduates, and thereby enhance their key skills and employability.
	(iii)	to produce graduates who are capable of successfully undertaking and completing advanced research projects.
	(iv)	to produce graduates who can proceed to careers in research in Universities, the public sector or the private sector.
	(v)	to develop and improve our student's key skills alongside their academic abilities. These key skills include the ability to communicate effectively, the ability to exploit IT and library resources appropriately, the ability to prioritise work and to meet deadlines, and the ability to work independently and in a group.
	(vi)	to meet the University's QAA Code of Practice and University Regulations
	(vi)	to meet in full the requirements of the Quality Assurance Agency's National Qualifications Framework.

10	Programme Intended Learning Outcomes:
A	Knowledge and understanding
	The programme provides opportunities for students to develop and demonstrate:
A1	An advanced knowledge and understanding of regional approaches to history.
A2	An advanced knowledge and understanding of British History
A3	An advanced knowledge and understanding of the history of the North East of England
A4	An advanced knowledge and critical appreciation of a wide range of primary evidence, and an understanding of how such material should be interpreted and evaluated.
A5	An advanced knowledge and understanding of key historical concepts and debates.
A6	An appreciation of comparative approaches to history.
	<i>Teaching and Learning Strategy</i>
	Specialist knowledge and understanding (A1-5) are primarily imparted via seminar classes which enable students to share and exchange ideas with the tutor and the rest of the group. Knowledge and understanding of the relationship between national and regional history, (A1) and an appreciation of comparative approaches to history (A6) are further promoted by lectures. An awareness and critical appreciation of primary evidence, both documentary and visual, (A4) is developed and enhanced by regular workshops, specific research training

seminars and by a programme of visits to regional and national archives. A series of seven day-long workshops, organised in collaboration with the partner institutions (Universities of Durham, Sunderland, Teesside and Northumbria) are calculated to provide a forum for the exchange of knowledge and understanding with other M. Res students and regional historians (A3). Throughout the taught component of the programme, students are encouraged and expected to engage in independent reading. They are supported in this by the provision of extensive, but not exhaustive reading lists and specific guidance about relevant primary resources and their application. Short oral presentations enable students to test their knowledge and understanding and enable the tutor to monitor student progress. Active participation in seminars and workshops (A1-A5) field trips and archive visits (A4) aid the development of understanding.

Assessment Strategy

Knowledge and understanding (A1-A6) are formally assessed by means of written coursework. This coursework constitutes an assessment of the student's knowledge of the period in terms of national and regional history, the ability to synthesise that knowledge and tests their familiarity with and expertise in handling and interpreting a range of primary evidence (A4). Short oral presentations enable the tutor to monitor student progress. All of A1-A6 are also examined by the preparation of a dissertation.

B Subject-specific skills

This programme provides opportunities for students to develop and demonstrate:

- B1 Expertise in handling a wide variety of historical evidence including statistical data
- B2 The ability to appraise and evaluate a large body of secondary literature
- B3 The ability to produce a critical evaluation of any given evidence in a structured piece of historical writing or as an oral presentation to the student group
- B4 A competency in identifying, locating and compiling appropriate bibliographical material
- B5 The ability to synthesise secondary and primary historical evidence
- B6 A competency in presenting bibliographical material in accordance with the approved guidelines for historical work
- B7 A competency in handling subject specific electronic resources

Teaching and Learning Strategies

Expertise in handling a wide variety of historical evidence including statistical data (B1) is enhanced in seminars and lectures and is further improved by the high level of independent study in the programme. Other subject specific skills (B2-B7) are taught primarily in seminars, practised by assignment work (B2-B7) and supplemented by workshops (B2). Preparation of oral presentations and written work, especially the dissertation, foster initiative and research competencies (B5) enabling students to arrive at the required standard. IT and Library workshops teach bibliographical skills (B6-B7) which students practise in their written work.

Assessment Strategy

Subject specific skills (B1-B7) are formally assessed by means of written coursework. Written assignments constitute an assessment of the student's skills in handle large quantities of historical evidence (B1), evaluating and synthesising a large body of secondary literature (B3 and B5) and compiling and maintaining an appropriate bibliography (B6-B7). Communication skills (B3) are measured informally by oral presentations and formally by written assignments, especially the dissertation. B7 is not formally assessed.

C Cognitive skills

This programme provides opportunities for students to develop and demonstrate:

- C1 Sophisticated analytical, critical and interpretative skills
- C2 The ability to evaluate national and regional approaches to history
- C3 The ability to determine the wider significance of regional evidence
- C4 The ability to draw inter-regional and extra regional comparisons
- C5 The ability to respond critically to historical questions or problems

Teaching and Learning Strategies

Cognitive skills (C1-C5) are improved and progressed through lectures and seminar discussions, and supplemented by seven day-long workshops. Students are encouraged to acquire cognitive skills (C1-C5) in seminar discussions and by the analysis, interpretation and presentation of case studies. Research training seminars and workshops specifically develop the ability to synthesise secondary and primary historical evidence (C2). Students are able to further develop their cognitive skills during the completion of written assignments and in one to one tutorials. All cognitive skills (C1-C5) are exercised significantly during the course of a dissertation project, the completion of which is supported by a schedule of regular tutorials.

Assessment Strategy

Cognitive skills (C1-C6) are formally assessed by means of coursework and a dissertation. Oral presentations enable the development of cognitive skills to be monitored.

D Key (transferable) skills

This programme provides opportunities for students to develop and demonstrate:

- D1 The ability to communicate by means of well prepared, clear and confident presentations, and concise and well written documents
- D2 The ability to use library and archival information sources skilfully and appropriately
- D3 The ability to use IT resources skilfully and appropriately
- D4 The ability to plan, organise and prioritise work activities in order to meet deadlines
- D5 The ability to work independently, with initiative and co-operatively with other students in the group.
- D6 The ability to address questions or problems
- D7 The ability to formulate, structure and produce a major piece of research
- D8 The ability to demonstrate sophisticated note taking skills

Teaching and Learning Strategies

Key skills (D1-D3) are formally taught in a series of introductory skills modules which address IT skills (D3), library and other information skills (D2). Problem solving skills (D6), oral communication skills (D1) and group working skills (D5) are developed during seminars and workshops. Management of workload in order to meet deadlines (D4) is promoted by means of a strict assignment timetable. The dissertation project and associated tutorials and workshops, provide students with further opportunities to develop all of these key skills (D1-D8). Students are encouraged to acquire key skills (D1-D3) through active participation in the key skills' workshops. Undertaking and completing the required assessments for each module assists in the advancement of student's problem solving skills (D6). The dissertation provides many opportunities for skill development through the construction of a research proposal (D4), during the literature and resources search (D2 and D3) and the final writing up process (D1 and D7).

Assessment Strategy

Key skills are not independently assessed. However, communication (D1), library (D2) and IT (D3) skills and the ability to meet deadlines (D4) and solve problems (D6) are indirectly assessed by coursework. All key skills are examined by means of a dissertation proposal and presentation.

11 Programme Curriculum, Structure, and Features:

This programme is offered in partnership with the Universities of Durham, Sunderland, Northumbria and Teesside and draws specifically upon the expertise of historians involved in the AHRB Centre for North East England History. Each partner institution independently offers 120 credits of its existing Masters' level provision (i.e. Research Training (60 credits) and Dissertation Module (60 credits). The remaining 60 credits – *Approaches to Regional History*- are delivered collaboratively by historians in the partner institutions.

(i) Programme Features

- This programme is designed to be studied in full-time mode. Full-time students study for one year based on 30 weeks attendance
- Successful completion of the assessments for the taught programme is a pre requisite for those who wish to progress to the Dissertation.
- This is a modular taught programme with a credit value of 180 credits.
- All modules are compulsory
- Research and Training modules constitute 60 credits and represent 600 hours of student effort, covering lectures, small group teaching, private study and completion of coursework.

- The Programme has a series of day-long workshops (*Approaches to Regional History*) which are held at monthly intervals. They enable students to gain an advanced level of understanding of regional historical perspectives by close study of the history of the North east of England.

(ii) Programme Curriculum and Structure

Full time mode of study:

Semester 1

<i>Module</i>		<i>Credits</i>
LES 802	Introduction to Information skills	10
LES 803	Dissertation Preparation	10
HIS 820	Issues in Regional History	10
HIS 821	Approaches to Regional History (NB: this module is taught over two semesters)	60

Semester 2

HIS 819	IT and History	20
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HIS 800	Research Methods in History	10
HIS 821	Approaches to Regional History	(as allocated above)
Semester 3 (summer)		
HIS 823	Dissertation	60

The programme begins with *Introduction to Information Skills* [LES 802], which provides an introduction to the range of information resources. Some sessions focus specifically on information selection and retrieval management, while others aim to develop and enhance their bibliographical skills.

Students receive subject specific research training via the *Research Methods in History* module [HIS 800]. This module aims to foster the acquisition of sophisticated research skills and a working knowledge of national and regional archives. Students attend fortnightly workshops in semester 2. The emphasis is upon instilling knowledge and understanding of historical sources and methods. Students are encouraged to work interactively with the seminar tutor to explore a range of historical perspectives. During these sessions students have the opportunity to develop and improve both their study skills and their interpretative skills.

HIS 820 *Issues in Regional History* aims to inculcate a close appreciation and critical awareness of historiography and, in particular, regional approaches to history. Students will develop the capacity to locate regional history within a national and international context and become familiar with important scholarship in the field of regional history. They will gain an appreciation of comparative approaches to history. Overall, the module helps to develop the student's cognitive skills, subject specific skills and contribute to the acquisition of key skills.

LES 803 *Dissertation Preparation* focuses upon helping students to acquire the skills needed to plan and manage their research project in an efficient and effective manner. Seminars/ workshops will introduce a range of methodological approaches and enable students to develop an appropriate research strategy. They will become more aware of the ethical considerations in the conduct and presentation of research. Students will become familiar with the skills needed to process large amounts of evidence and for synthesising primary materials and secondary literature.

HIS819 *IT and History* enables students to acquire a high level of competency in the use of spreadsheets and databases in historical writing. Weekly workshops provide a forum for students to practise and perfect their IT skills, to become familiar with the general principles of statistical analysis, and the application of spreadsheets and databases in historical record.

HIS 821 *Approaches to Regional History* will enable students to study at an advanced level the concepts and debates about regional history, using the North east of England as a test bed. They will apply such understanding at an advanced level to knowledge from selected primary and secondary sources of two aspects of the history of north east England relevant to two of the research strands of the AHRB Centre. This module will also prepare students for the dissertation module.

The Dissertation, HIS 823 enables students to exhibit in-depth knowledge and understanding, to apply the subject specific skills they have acquired, the cognitive skills they have gained and the level of key skills they possess. The Dissertation module requires the submission of a detailed proposal, advanced organisational and time management skills, problem solving and

written communication skills. It tests the student's capacity for independent study their bibliographic skills and their competency in research methods and techniques.

12 Criteria for Admission:

- An upper second class honours degree in history or a related discipline from any UK university, or its overseas equivalent, is the minimum qualification for entry.
- Applicants for whom English is not a first language must provide evidence of a satisfactory command of English, preferably by means of an, IELTS score of 7 or greater.

Alternative entry qualifications

Applicants who hold non-standard entry qualifications, and/or have relevant experience, will be considered on an individual basis.

Admissions policy

Upon receipt of a completed application form, offers are made to suitably qualified candidates and are usually conditional upon the candidate achieving a minimum of an upper second class degree (if they do not already hold such a degree) and upon a satisfactory reference.

Arrangements for non-standard entrants

Those who have alternative non- standard qualifications will be invited to attend an informal interview and to provide a sample of their recent written work.

13 Support for Students and their Learning:

Induction

- A week-long Induction Programme allows students to meet other new postgraduate students, the teaching team, and members of staff in the School of Historical studies. They are provided with detailed information about the Resources of the School and the University and given a tour of the teaching facilities.
- An introductory meeting brings the student group together with the Programme Director and other members of the teaching team. Essentially this is an organisational meeting in which students are formally welcomed to the programme and provided with information about time-tabling, room allocation and resources.
- The Postgraduate Handbook and the M.Res in Regional History Programme Handbook are issued. These handbooks contain general information, information about the structure of the Programme (including module descriptors), information on student support available within both the School and the University, and safety information.
- The Faculty Training Programme begins with an Introduction and welcome to new Postgraduates. It also provides a Library tour and preliminary IT workshops.

Study skills support

Academic support

- Each student has the opportunity to arrange individual tutorials with the Programme Director for academic advice and guidance. Formal meetings with tutors are available before assignment submissions and afterwards to receive marks and feedback on progress. In addition, students are able to contact all members of the teaching team by email.
- Each student will be allocated a Dissertation supervisor, who will advise them on the preparation and production of their final dissertation. Frequency of meetings will vary but typically these will be held fortnightly during the final semester.

Pastoral support

- The School of Historical Studies is committed to providing the highest level of pastoral support to its postgraduate students. Each student has the opportunity to arrange individual tutorials with the Programme Director for pastoral advice and guidance. Formal meetings are held at least once every semester to monitor progress and identify and resolve any difficulties that may have arisen.
- Student handbooks contain contact information for the Student Counselling Service, (<http://www.ncl.ac.uk/student.counselling>) and the Student Advice Centre .
- Students have access to the University Careers Service

Support for Special Needs

The School of Historical Studies will work closely with the Disability Unit to identify at the earliest stage any support that might be needed for students with special needs. They will also work with the Special Needs Units of the partner institutions (for HIS 821) to ensure that the conditions and facilities provided for students at Newcastle are not compromised by arrangements at the other institutions.

Learning resources

- The School of Historical Studies has dedicated teaching facilities for Master's students including lecture rooms, seminar rooms and a study room. All teaching rooms have access to AV equipment.
- The Postgraduate Resource rooms have good networked IT facilities, with additional IT support available in University clusters.
- The Robinson Library has an extensive range of appropriate books and journals, CD ROM databases and online services. It also houses significant relevant archival material in Special Collections.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews

- On completion of each module in the taught component of the Programme student feedback is sought via an evaluation questionnaire. All questionnaires are anonymous and subject to scrutiny at PG Boards of Study.
- On completion of the Masters Programme overall student feedback is assessed by means of a Programme evaluation questionnaire.
- Students are able to raise any issues/ problems that arise via the Postgraduate Staff Student committee. Thereafter, any unresolved issues/concerns may be brought to the Postgraduate Board of Studies by student representatives for discussion and resolution.
- Modules are reviewed annually in the light of student feedback, student progress and the guidance of the external examiner.

Programme reviews

- Postgraduate Boards of Study, a committee of all module leaders, postgraduate tutors, student representatives and some external staff members, meet three times per year to monitor and where necessary modify the Programme and its constituent modules. The Board receives examination results and the classification of awards.
- Boards of Study ensure that the Programme and its constituent modules meet appropriate QAA standards and those required by Faculty and University teaching Committees i.e. annual monitoring and internal Subject Review

External examiner reports

- An External Examiner, a senior academic with appropriate subject specific expertise, will be appointed by the AHRB Centre, in full consultation with the constituent partner institutions and their respective Directors of Quality and Standards, to oversee the Programme, comment upon its quality and standards and give guidance.
- A Board of Examiners which includes representatives of the AHRB Centre reviews assessment and performance at the end of the Programme

15 Regulation of Assessment

Assessment rules and Degree classification

The Programme consists of two parts: the taught programme and the Dissertation. Both elements must be completed satisfactorily to obtain the MA degree.

- The minimum pass mark is 50 for each module
- All modules are assessed by 100% coursework
- Information on assessment is available in the Degree Programme Handbook and in the module outlines, which are available on the website (www.ncl.ac.uk/history)
- Assessments will comply with the University's new Examination Conventions
- The Marking Scheme for M.Res in Regional History is based on the University's Common Marking scheme:

Distinction	70-100
Merit	60-69
Pass	50-59
Diploma Pass	50
Fail	0-49

Role of External examiners

The External examiner is a distinguished member of the academic community appointed by Faculty Teaching and Learning Committee and their role is to

- Approve assessment on all modules
- Review samples of modular coursework and examines all dissertations in order to check standards and assessment procedures.
- Attend the Examination Board meetings
- Report back to the University on comparability of standards of the degree

16 Indicators of Quality and Standards:

- This is a new programme and, as yet, it has not been subjected to a QAA review.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. It should be noted that there may be a variation in the range of learning opportunities reflecting the availability of staff to teach them. While every effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.

The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

- The University Prospectus
- The Departmental Prospectus
- The University and Degree Programme Regulations
- The Degree Programme Handbook
- QAA Subject Review Report