



## Course Handbook

Masters of Research (MRes) in History

2020/21

Course Leader – Dr Máirtín Ó Catháin

School of Humanities and Social Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

## **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification(s)**

# 1. Introduction to the course

## Welcome to the course

Welcome to the MRes in History at the University of Central Lancashire (UCLan). This course offers a programme of integrated research training in modern history which will equip students with the requisite foundational skills base to pursue a career in industry, the public sector or as a platform for entry to a PhD programme. It comprises a diverse range of countries, concepts, issues, arguments, and problems in historical research. The course does aim for rigorous academic analysis of these and other areas, scope for personal and professional reflection and development, introductions to the communication of history in a variety of forms, and the opportunity to study a chosen aspect in depth. We hope you will find your time with us enjoyable and rewarding.

Your learning experience starts with this Handbook, so please make sure that you keep it and use it. Thorough reading and regular referral to the Handbook as you journey through your studies will ensure that you have a clear picture of where you are going and where you should be at any particular time. Although guidance and help is available through a number of channels, the Handbook will help you traverse the various twists and turns of your academic journey and any (un)expected complications that arise along the way. As the course progresses, there will be opportunities for you to pursue options and other avenues that enable you to direct your own learning and progress, and we hope you will take full advantage of these to enhance and extend your learning experience, skills and opportunities for the future.

## 1.1 Rationale, aims and learning outcomes of the course



The course in history is aimed at recent graduates in history and related disciplines (UK and foreign) who are looking to enhance their skills base and employability potential, including those seeking work in schools, museums, heritage sites, archives, galleries, and staff and volunteers in schools, museums, archives, heritage sites and related institutions seeking to explore both history generally or specifically and their area of work in more depth and enhance their professional development.

### The aims of the programme are:

- To widen and deepen students' understanding of the role of modern history in contemporary society
- To raise students' awareness of, and commitment to, the communication of academically sound history to diverse audiences
- To increase students' ability to plan, project-manage and implement a major, original, research project in modern history
- To enhance students' critical, analytical, presentational and organisational skills with regard to research-based activity in history
- To equip participants with the diverse skills, knowledge and processes required to undertake a research-degree in history
- To equip students with the skills, knowledge and processes to encourage, lead and manage research undertaken by members of the public, individually, or in groups.

### Learning outcomes

Specific module aims and learning outcomes are provided in the Module Handbooks that accompany individual modules, and which feed into the fulfilment of overall course objectives.

These will include:

- A wide-ranging, critical engagement with the place of academic history within wider popular history and heritage
- A deep appreciation of a range of themes in history and the role of these themes in wider society
- A widespread knowledge of a range of historiographical debates and primary source materials around key historical themes
- A thorough comprehension of the role of institutional and individual mediation in the creation and understanding of history

Subject-specific skills will include:

- A critical, analytical, understanding of how history is created, mediated and communicated
- An advanced, in-depth, knowledge of research methods appropriate to the development of independent research in modern history
- Demonstrate analytical mastery of historiographical debates and relevant primary sources
- An in-depth, evaluative, understanding of the role of history in contemporary society, both in the UK and overseas

Thinking skills will include:

- Ability to critically investigate, defend and constructively oppose viewpoints and opinions
- Identify and critically analyse how interpretations and representations of the past are created and communicated
- Assess and evaluate how histories can influence behaviour and perceptions of individuals, groups, institutions and nations
- Ability to approach, develop and refine a focused and coherent research project contextualised within a relevant body of secondary literature

Wider generic skills related to employability and personal development will include:

- The development of skills necessary for the effective communication of history to diverse audiences
- Generic as well as specific enhanced transferable research and analytical skills
- Public history displays, websites, broadcasts appropriate to a range of workplace settings
- Debating skills

## 1.2 Course Team

Dean of School: Andrew Churchill, Livesey House 111

- email: [achurchill@uclan.ac.uk](mailto:achurchill@uclan.ac.uk); tel.: +44 (0)1772 893972

Course Leader: Máirtín Ó Catháin (Course Leader) LH316

- email: [MSO-cathain@uclan.ac.uk](mailto:MSO-cathain@uclan.ac.uk); tel.: +44 (0)1772 893978

## Humanities and Social Sciences

|                  |   |
|------------------|---|
| Jonathan Colman  | LH308; <a href="mailto:JColman@uclan.ac.uk">JColman@uclan.ac.uk</a>         |
| Philip Constable | LH320; <a href="mailto:PConstable@uclan.ac.uk">PConstable@uclan.ac.uk</a>   |
| Billy Frank      | LH309; <a href="mailto:BFrank@uclan.ac.uk">BFrank@uclan.ac.uk</a>           |
| Nick Mansfield   | LH316; <a href="mailto:NMansfield1@uclan.ac.uk">NMansfield1@uclan.ac.uk</a> |
| Stephen Meredith | LH307; <a href="mailto:SCMeredith@uclan.ac.uk">SCMeredith@uclan.ac.uk</a>   |
| Robert Poole     | LH314; <a href="mailto:RPoole@uclan.ac.uk">RPoole@uclan.ac.uk</a>           |
| Clare Copley     | LH319; <a href="mailto:CCopley@uclan.ac.uk">CCopley@uclan.ac.uk</a>         |
| David Stewart    | LH320; <a href="mailto:DStewart@uclan.ac.uk">DStewart@uclan.ac.uk</a>       |
| Keith Vernon     | LH318; <a href="mailto:KVernon@uclan.ac.uk">KVernon@uclan.ac.uk</a>         |

## 1.3 Expertise of Staff

All members of the History MRes course team are qualified professional historians who have published in peer-reviewed academic journals such as *Twentieth Century British History*, *Irish Historical Studies*, the *Journal of Business History*, *International Journal of Heritage Studies*, *International History Review*, *Cold War History*, *Holocaust Studies*, *Radical History Review*, *Manchester Regional History Review*, *Journal of British Studies*, *Labour History Review*, *Saothar-the Journal of Irish Labour History*, *Llafur-the Journal of Welsh People's History*, and *History of Education* among others.

In addition, we have a range of specialists in modern and contemporary British, Irish, European, American, African and Asian history who focus on labour and people's history, political and diplomatic history, the history of education, heritage and public memory and the history of science and business.

The teaching team also has the assistance of published historians who work in other subject areas at the university such as Dr Andrew Hobbs from the School of Journalism whose research focuses on the nineteenth century British newspaper press, Dr David Orr, a criminologist who specialises in the history of crime and deviance, Dr Annemarie McAllister whose work on the nineteenth century British temperance movement is world renowned, and

Emeritus Professor Geoff Timmins who has published extensively on numerous aspects of social history.

## 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

### Academic Advisor contact details

*Please insert the name and contact details of your Academic Advisor here*

Name:

Surname:

Office:

Email:

Tel:

## 1.5 Administration details



Course Administration Service provides academic administration support for students and staff and are located at Foster Building (FB058) and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

### Foster Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

### Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### Greenbank Building

Medicine

Dentistry

Sport and Wellbeing

Management

Business  
telephone: 01772 891992/891993  
email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### **Brook Building**

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## **1.6 Communication**



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

It is important for us all to keep in touch. Beyond lectures and seminars, your tutors will contact you via e-mail, Blackboard, eLearn (also known as Web CT) and the relevant notice boards in Livesey House. E-mail is the favoured conduit, and is used for general course messages and announcements. You will find the postgraduate History notice board located on the third floor of Livesey House. Equally, it is important for you to keep in touch, communicate and respond to e-mails as appropriate. As noted above, you should acquire the habit of using (and checking) your UCLan email regularly.

## **1.7 External Examiner**

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner: Dr Gillian O'Brien, Reader in Modern Irish History, Liverpool John Moores University, Liverpool

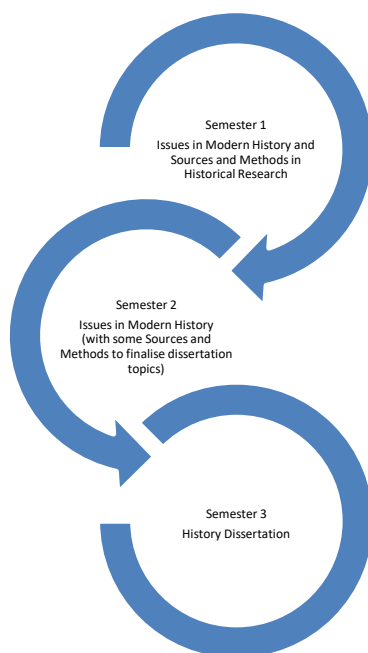
## 2. Structure of the course

### 2.1 Overall structure



The MRes in History is available in a full-time and part-time mode of study. Students undertake 2 compulsory modules (one equal to 20 credits and another equal to 40 credits), in addition to the dissertation module worth 120 credits for a total of 180 credits for an MRes Degree.

*Overall structure:*



Full-time students will do two modules during the first semester:

1. Issues in Modern History (HY4001)
2. Sources and Methods in Historical Research (HY4011)

In the second semester they will continue with HY4001 and have a few weeks of HY4011 in order to prepare their dissertation proposal and embark on the research. Students will then have the remainder of the second semester and the third semester over the summer to complete their dissertation (HY4991).

NB. Students can, of course, begin to develop their dissertation project as soon as they begin the course in consultation with the History team.

Part-time students will do Issues in Modern History (HY4001) and Sources and Methods in Historical Research (HY4011) in their first year and complete the dissertation (HY4991) in the second year.

### 2.2 Modules available

| Module code | Title | Module leader | School | Compulsory / optional |
|-------------|-------|---------------|--------|-----------------------|
|-------------|-------|---------------|--------|-----------------------|



|        |  |                                   |     |            |
|--------|--|-----------------------------------|-----|------------|
| HY4001 | Issues in Modern History                   | <a href="#">Máirtín Ó Catháin</a> | HSS | Compulsory |
| HY4011 | Sources and Methods in Historical Research | Jack Southern/Clare Copley        | HSS | Compulsory |
| HY4991 | History Dissertation                       | <a href="#">Billy Frank</a>       | HSS | Compulsory |

**HY4001  
Issues in Modern  
History**

**Module value:** Double Module (40 credits)  
**Assessment:** Coursework  
**Module leader:** Máirtín Ó Catháin

This module is focused around three specific strands as a baseline for progression in the degree: Modern Britain and Ireland; European and Wider World History; and Memory, Heritage and Place. Students will be given a grounding in each strand before developing their research specialism which can be carried through the skills module to the dissertation. Subjects studied in this year-long module include popular movements and radical politics, health and education, religion, and civic culture in Britain and Ireland; the rise and fall of European Empires in Africa and Asia, American diplomacy, the Holocaust, Jewish History, the origins and end of the Cold War; and public uses of history, commemoration and remembrance.

**HY4011  
Sources and Methods  
in Historical Research**

**Module value :** Single Module (20 credits)  
**Assessment:** Coursework  
**Module leader:** Jack Southern/Clare Copley

The module deals with the nature of historical evidence and the skills needed for the practice and teaching of historical investigation. Evidence is at the heart of the module, but research methods, source evaluation and critical thinking are also essential skills. This module, therefore, will concentrate on how historians work, how sources are used, and how historians construct arguments. The bulk of the module focuses on a wide range of source material, with lectures introducing the sources in general terms, followed by workshops where students engage in hands-on work with primary sources leading to class-discussions on the research results.

**HY4991  
Dissertation**

**Module value:** Multiple Modules (120 credits)  
**Assessment:** Dissertation (25,000 words)  
**Module Leader:** Billy Frank

Building on previous study, especially that undertaken in the core modules this module gives students the opportunity to demonstrate a range of skills through the process of originating, planning and executing a coherent piece of work based on a significant body of primary research

within the context of a thorough knowledge of a range of appropriate academic literature.

## 2.3 Course requirements

A Master Degree is awarded upon the completion of a minimum of 180 credits at level 7.



## 2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year if you are a part-time student. The course team will tell you about your options and you will both agree on the most appropriate (and approved) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Students will be expected to attend for an average of four hours of classes per week across two modules, which will take the form of guided group tutorials. Students are also expected to attend the History research symposium and monthly seminar series.

For each 20 credit module, you should spend, on average, 8-10 hours a week in independent study. You will be expected to read widely and actively from recommended reading lists and your own research, involving study both inside and outside the classroom.

### 2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Foster Hub email –

[FosterHubAttendance@uclan.ac.uk](mailto:FosterHubAttendance@uclan.ac.uk) or by telephoning the hub on 01772 891990 or 01772 891991.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Student attendance is monitored through a university data system called **SAM** (Student Attendance Monitoring). You can check your attendance record online through myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

**International students** should be aware of their responsibilities under the UK Border Agency (UKBA) Points Based System (PBS). You **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

Depending on the module, there will be a series of weekly lectures, seminars and workshops. The seminars are designed to provide students with the opportunity to explore in depth particular issues and to engage in discussion in a small group context. Students will be expected to contribute to such discussions. Most importantly, students will also be expected to engage in continuous independent study, employing the provided reading material to deepen their knowledge of the subject.

### 3.2 Study skills

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

You will be expected to develop and be able to apply the necessary academic conventions and standards appropriate to postgraduate/master's level study in History.

Further guidance and support can be obtained from WISER, based in Harris Building, which offers a range of specialist, free sessions and courses to help you develop your study skills. These range from essay writing to time management. Visit them in Harris 112 or visit WISER on the UCLan website at:

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_group\\_id= 33 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_group_id=33_1)

## 3.3 Learning resources

### 3.3.1 Learning and Information Services (LIS)



The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search

Your IT and Library resources are vital. It is impossible to complete your course without using a PC or Mac, reading books, accessing electronic journal articles or printing out work. Learning & Information Services (LIS) make all of these possible, and more.

Extensive Resources are available to support your studies provided by LIS – library and IT staff - <http://www.uclan.ac.uk/students/library/index.php>. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study, including Reading Lists Online at: <http://readinglists.central-lancashire.ac.uk/index.html>

The library building provides access to thousands of books 24/7, offering extensive reading for all subjects and these are complemented by still more texts/multi-media available online as e-resources. Password technology enables you to use these on the University campus, at home or from any internet enabled PC in the world. The resources for your Subject guides should help you get started.

The library also has a wide range of study areas to meet different study needs and styles. These include:

- ✓ **Group study zone**
- ✓ **Silent study areas**
- ✓ **Quiet study areas**
- ✓ **Bookable study rooms and pods**
- ✓ **A design suite**

You'll also find hundreds of computers, laptops and MacBooks available to borrow within the building, and a café. Help is available from our Customer Support team via the telephone (01772 895355), email ([LISCustomerSupport@uclan.ac.uk](mailto:LISCustomerSupport@uclan.ac.uk)) or in person at the One Stop service point on the ground floor.

The LIS training team offers a range of free courses and seminars to help you use our IT and Information sources. These include tours of the Library, guides to using the catalogue, and help with doing an in-depth search of a subject database. They will even show you how to put all this new-found information into a word document. The training team web pages [www.uclan.ac.uk/listraining](http://www.uclan.ac.uk/listraining) detail the iSkills program.

Using the library is an essential part of your studies and we hope you can become a confident and independent user of all the services and facilities it has to offer.

More information about the services LIS offers is available from [www.uclan.ac.uk/LIS](http://www.uclan.ac.uk/LIS)

### **3.3.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

For more information visit:

[http://www.uclan.ac.uk/students/library/online\\_resources.php](http://www.uclan.ac.uk/students/library/online_resources.php) .

Digital and electronic material for individual modules will also be available through Blackboard, but you will be expected to make full use of the Library's electronic resources as part of the study and assessment for your modules. You should familiarise yourselves with these resources as soon as possible and continue to use them effectively throughout your degree.

## **3.4 Personal development planning**

To help with your learning, you will carry out a process of Personal Development Planning (PDP). Personal Development Planning is a supported and structured process to help you understand more about how you learn and what you learn. It encourages you to review, plan and take responsibility for your own learning to improve your personal, educational and career development.

Personal Development Planning provides you with opportunities to reflect on what you are learning on the course and during your time at university, identify your strengths and weaknesses and to develop your own strategies to further improve your performance. It gives you a framework to record your activities and actions and forms the basis for your career development by providing evidence of the development of a wide range of skills and experiences that are sought by employers and which will aid your advancement in the workplace.

Personal Development Planning is a process that only you can fully undertake as it calls upon you to constantly reflect on what you do and how you do it. It is a process that is similar to, and often linked with, your subject specific learning. On this course you are required to develop academic skills of research, analysis and oral and written presentation, marshalling large amounts of information along the way in an evaluative and critical manner, but you are also expected to reflect on how and why these are done, what the consequences are, ways they could be better done and how they could be applied more widely. Personal Development Planning is the same process, but in relation to yourself – you are required to carry out learning tasks and to reflect on what you learned and how, what the consequences are and ways they could be better done.

At the start of the course there will be an explanation of Personal Development Planning. You will be expected to start and maintain your progress file which will contain transcripts, assignments, feedback and reflection. It is important that you should record your activities as a learner and make notes that reflect on your experiences and the actions you took to resolve problems and achieve success. You should bring this file to meetings with your Academic Advisor, who will ask you to talk about your learning and how you are developing plans to improve it.

### 3.5 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

History at UCLan has built up a great many linkages with educational, archival, and heritage institutions and associations over the years through which students have been able to develop placement opportunities. There is no compulsory placement element in this MRes but students are encouraged to avail of our linkages and initiate placement opportunities but they must consult with the course leader before planning and/or embarking on a placement.

This MRes has been specifically developed with employability in mind and mainlines a suite of integrated research skills into the programme in a graduated way which will enhance existing graduate skills. These transferable research and analytical skills equip our students both for existing private and public sector employment but also for further development at PhD level.

## 4. Student support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

The School Office is based in the Foster Hub and should be a first port of call and they can help with general support and advice.

Your Course and Module Leaders can also offer support and guidance during posted office hours and by appointment.

## 4.1 Academic Advisors



The role of the Academic Advisor is explained in paragraph 1.4 of this handbook. You can request a meeting with your personal tutor at any time – you do not have to wait for an invitation.

## 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### Assessment arrangements for students with a disability

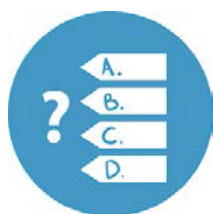
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

The current Humanities & Social Sciences lead on students with disabilities is the Dean of the School, Dr Andrew Churchill, Livesey House 111; email: [achurchill@uclan.ac.uk](mailto:achurchill@uclan.ac.uk); tel.: +44 (0)1772 893972

## 4.3 Students' Union One-Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

## 5. Assessment



Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

### 5.1 Assessment Strategy

The pass mark for a module is 50%, which indicates that you have reached the minimum level of performance described in the module learning outcomes and marking criteria outlined below and that there are weaknesses you will need to address. The steps from 50% to 100% and above are further outlined in the marking criteria below.

If you fail to achieve 50% you will normally be 'referred'. This means you will be offered a further chance to undertake the assignments for a mark of 50%.



You must *attempt* all assignments for each of your modules and, in some modules, must pass each assignment to pass the module.

A guide to marking criteria is provided below:

| CLASSIFICATION     | GRADE          | REFLECTION   | KNOWLEDGE   | ANALYSIS  | ARGUMENT AND STRUCTURE   | PRESENTATION  |
|--------------------|----------------|--|---|---|--|---|
| <b>DISTINCTION</b> | <b>74-100%</b> | Critical and theoretically informed reflection and reflexivity around research and topic takes place throughout          | Project is thoroughly explored in a critical, reflective manner supported by discussion. This is linked to conclusions that are clear, creative and well founded. | Critical reflection on project and outcomes from the research leading to clear or creative outcomes.                                    | Coherent and logically structured, making creative use of an appropriate mode of argument and/or theoretical model(s)  | A very well-written answer with standard spelling and syntax, in a lucid and resourceful style, and with appropriate format and bibliographical apparatus |
| <b>MERIT</b>       | <b>62-68%</b>  | Reflection is critical and enables interrogation of practice, implications and assumptions from a number of perspectives | Project process explored in a reflective and critical manner. Reflexively incorporates links to context, wider issues and theory.                                 | Critical discussion of literature and theory in relation to practice is related to individual's development and that of their practice. | Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical model(s)   | Well written, with standard spelling and syntax, in a readable style with acceptable format and bibliographical apparatus                                 |
| <b>PASS</b>        | <b>52-58%</b>  | Reflection and reflexivity is present, although it may tend to be descriptive.   | Project process is made clear and relates to practice. Project is situated in context and related to the needs of learners and context of the practitioner.       | Uses literature to discuss and interrogate theory, research process and practice.   | Some attempt to construct a coherent argument, but may suffer loss of focus and consistency, with issues at stake stated only vaguely, or theoretical model(s) couched in simplistic terms | Competently written, with only minor lapses from standard syntax and spelling, with acceptable format and bibliographical apparatus                       |

|              |               |   |   |  |  |  |
|--------------|---------------|---|---|--|--|--|
| <b>REFER</b> | <b>&lt;52</b> | Reflection is merely descriptive or superficial | Elements of project management process are lacking or ill defined. Fails to consider research in context of practice and their development. | Exploration of literature is descriptive and based on narrow range of sources. | A basic argument may be evident, but tends to be supported by assertion only and to lack clarity and coherence | Rather poorly written, with significant deficiencies in expression, format or bibliographical apparatus that may pose obstacles for the reader |
|--------------|---------------|---|---|--|--|--|

## 5.2 Notification of assignments and examination arrangements

Requirements for individual assessments and their respective deadlines for submission are outlined in the individual Module Handbook or contained in assessment briefings distributed by the respective tutor.

## 5.3 Referencing

Appropriate referencing is essential for Master's level work. For the most part, modules on this course follow the traditions of historical referencing via footnotes and you will be given advice on what this entails in the core modules.

The purpose of referencing is to enable other readers to locate the information you have used, to compare your interpretation with their own or others and to develop the ideas further. It also acknowledges the use of other people's ideas. There are two places in an assignment where referencing **must** occur:

- ✓ in the body of the assignment and
- ✓ at the end of the assignment in a bibliography

Referencing is necessary to allow the reader to verify and follow up on material quoted in the assignment. Referencing also adds academic weight to your argument and guards against plagiarism (see Section 5.7).

## 5.4 Confidential material

Particularly as you progress through your studies you may encounter confidential information which might inform assignments. There are ethical and legal issues and responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations connected to this information. The School has an established ethics procedure and guidelines and you should check with your Module Leader or Dissertation Supervisor about this if you expect to access such material in the course of your work. The ethics co-ordinator for the School is Dr Peter Lucas, [PLucas@uclan.ac.uk](mailto:PLucas@uclan.ac.uk)

## **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of awards

### 6.1 Course requirements

Students are required to pass all modules attempted, to the required total of credits, in order to achieve the award.

### 6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student feedback



You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

Other opportunities available for students to voice their opinion within the course include regular Student-Staff Liaison Meetings (SSLMs) and use of Module Feedback Questionnaires (MFQs) for feedback for individual modules.

### 7.1 Student Staff Liaison Committee meetings (SSLC)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives

work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Elected course representatives are chosen from and by the cohort in elections arranged via the Student's Union during one of the core module sessions when everyone is together. Students made aware of the scheduled meetings via the course leader and have access to the minutes.

## 8. Appendices

### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

|  |                                  |
|--|----------------------------------|
| 1. Awarding Institution / Body                   | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | UCLan (Preston campus)           |
| 3. University School/Centre                      | Humanities and Social Sciences   |
| 4. External Accreditation                        | n/a                              |
| 5. Title of Final Award                          | Masters of Research in History   |
| 6. Modes of Attendance offered                   | Full and/or Part-time            |
| 7a) UCAS Code                                    | n/a                              |
| 7b) JACS and HECOS Code                          | V200 and 100310                  |
| 8. Relevant Subject Benchmarking Group(s)        | <b>History</b>                   |
| 9. Other external influences                     |                                  |
| 10. Date of production/revision of this form     | <b>March 2019</b>                |

## 11. Aims of the Programme

- To widen and deepen students' understanding of the role of modern history in contemporary society
- To raise students' awareness of, and commitment to, the communication of academically sound history to diverse audiences
- To increase students' ability to plan, project-manage and implement a major, original, research project in modern history
- To enhance students' critical, analytical, presentational and organisational skills with regard to research-based activity in modern and/or public history
- To equip participants with the diverse skills, knowledge and processes required to undertake a research-degree in history
- To equip students with the skills, knowledge and processes to encourage, lead and manage research undertaken by members of the public, individually, or in groups

|   |
|---|
| <b>7. Learning Outcomes, Teaching, Learning and Assessment Methods</b>  |
| <b>A. Knowledge and Understanding</b>   |
| <p>A1. A wide-ranging, critical engagement with the place of academic history within wider popular history and heritage</p> <p>A2. A deep appreciation of a range of themes in history and the role of these themes in wider society</p> <p>A3. A widespread knowledge of a range of historiographical debates and primary source materials around key historical themes</p> <p>A4. A thorough comprehension of the role of institutional and individual mediation in the creation and understanding of history</p> |
| <b>Teaching and Learning Methods</b>  |
| <ol style="list-style-type: none"> <li>1. Lectures, seminars and tutorials, structured dissertation supervision</li> <li>2. Group discussion and debate</li> <li>3. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape</li> <li>4. Audio-visual teaching, e-learning and online discussion</li> </ol>   |
| <b>Assessment methods</b>   |
| <ol style="list-style-type: none"> <li>1. Essays, other written work, reports and research presentations</li> <li>2. Research-portfolios, reflective progress reports and case studies</li> <li>3. Oral presentations</li> <li>4. Websites, displays, broadcasts, exhibitions</li> </ol>  |
| <b>B. Subject-specific skills</b>   |
| <p>B1. A critical, analytical, understanding of how history is created, mediated and communicated</p> <p>B2. An advanced, in-depth, knowledge of research methods appropriate to the development of independent research in modern history</p> <p>B3. Demonstrate analytical mastery of historiographical debates and relevant primary sources</p> <p>B4. An in-depth, evaluative, understanding of the role of history in contemporary society, both in the UK and overseas</p>                                    |
| <b>Teaching and Learning Methods</b>  |
| <ol style="list-style-type: none"> <li>1. Lectures, seminars and tutorials, structured dissertation supervision</li> <li>2. Group discussion and debate</li> <li>3. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape</li> <li>4. Audio-visual teaching, e-learning and online discussion</li> </ol>   |
| <b>Assessment methods</b>   |
| <ol style="list-style-type: none"> <li>1. Essays, other written work, reports and research presentations</li> <li>2. Research portfolios, reflective progress reports and case studies</li> <li>3. Oral presentations</li> <li>4. Websites, displays, broadcasts, exhibitions</li> </ol>  |
| <b>C. Thinking Skills</b>   |



- C1. Ability to critically investigate, defend and constructively oppose viewpoints and opinions
- C2. Identify and critically analyse how interpretations and representations of the past are created and communicated
- C3. Assess and evaluate how histories can influence behaviour and perceptions of individuals, groups, institutions and nations
- C4. Ability to approach, develop and refine a focused and coherent research project contextualised within a relevant body of secondary literature

**Teaching and Learning Methods**

1. Lectures, seminars and tutorials, structured dissertation supervision
2. Group discussion and debate
3. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape
4. Audio-visual teaching, e-learning and online discussion

**Assessment methods**

1. Essays, other written work, reports and research presentations
2. Research portfolios, reflective progress reports and case studies
3. Oral presentations
4. Websites, displays, broadcasts, exhibitions

**D. Other skills relevant to employability and personal development**

- D1. The development of skills necessary for the effective communication of history to diverse audiences
- D2. Generic as well as specific enhanced transferable research and analytical skills
- D3. Public history displays, websites, broadcasts appropriate to a range of workplace settings
- D4. Debating skills

**Teaching and Learning Methods**

1. Lectures, seminars and tutorials, structured dissertation supervision
2. Group discussion and debate
3. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape
4. Audio-visual teaching, e-learning and online discussion

**Assessment methods**

1. Essays, other written work, reports and research presentations
2. Research portfolios, reflective progress reports and case studies
3. Oral presentations
4. Websites, displays, broadcasts, exhibitions

| 13. Programme Structures*   |                                |   |                     | 14. Awards and Credits*  |
|---|--------------------------------|---|---------------------|--|
| Level   | Module Code                    | Module Title  | Credit rating       |  |
| Level 7   | HY4001<br>HY4011<br><br>HY4991 | Issues in Modern History<br>Sources and Methods in<br>Historical Research<br>History Dissertation | 40<br>20<br><br>120 | <b>MRes in History</b><br><br>is awarded upon the completion of a minimum of 180 credits at level 7.<br><br><b>Postgraduate Certificate in History</b> 60 credits at level 7 |
| <b>15. Personal Development Planning</b>  |                                |   |                     |  |
| PDP (including project-management and time-management) skills are continuously developed throughout the course of this programme, by means of the encouragement of personal reflection, group discussion and self-awareness. Personal Development Plans are closely linked to the Dissertation module and managed within it. All students will be provided with the opportunity to undertake workplace-based learning, which could be undertaken at their existing place of work.   |                                |   |                     |  |
| <b>16. Admissions criteria * See webpage for most up to date details.</b>   |                                |   |                     |  |
| <p><b>Entry requirement:</b> Bachelor's degree with honours at upper second or above. A history degree is desirable but we are willing to consider each case on its merits including where applicants can demonstrate significant experiential skills and knowledge which may have been acquired through independent study and research.</p> <p><b>International students (English Language Requirements):</b> IELTS score 6.5; or <b>other international tests:</b> TOEFL PAPER BASED 600 and TWE of 5; TOEFL COMPUTER BASED 240 and TWE of 5; TOEFL iBT 90+ with 23+ in writing subscore; Cambridge Proficiency B; International Baccalaureate Standard Level (Grade 5 in English); London Test of English Level 5; WELT BBC/BCC; City and Guilds English for Business Communication-Level 3 pass; International ESOL and International Spoken ESOL Mastery Level; LCCI Level 4; MELAB 85 or above; Trinity College (ESOL and ISE) Grade 12 or ISE IV; ESB (International) All-Modes Examinations and the Lancashire English Language Examinations C2</p> |                                |   |                     |  |
| <b>17. Key sources of information about the programme</b>   |                                |   |                     |  |
| <ul style="list-style-type: none"> <li>• University Prospectus, Brochures, School Brochures, Advancement</li> <li>• Electronic and CD-ROM versions of UCLan Prospectus</li> <li>• School and University Websites, Course Factsheets</li> <li>• UCLan, The 'I', Podcasts where available</li> <li>• Open days</li> <li>• Websites of history organisations and publications</li> </ul>   |                                |   |                     |  |

**18. Curriculum Skills Map**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes |  |  |  |                         |  |  |  |                 |  |  |  |   |  |  |  |
|-------|-------------|--------------|---|-----------------------------|--|--|--|-------------------------|--|--|--|-----------------|--|--|--|---|--|--|--|
|       |             |              |   | Knowledge and understanding |  |  |  | Subject-specific Skills |  |  |  | Thinking Skills |  |  |  | Other skills relevant to employability and personal development |  |  |  |

|                |        |                          |      | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
|----------------|--------|--------------------------|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>LEVEL 7</b> | HY4001 | Issues in Modern History | COMP | X  | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X  | X  |    | X  | X  |
|                | HY4011 | Sources & Methods        | COMP |    | X  | X  | X  | X  | X  | X  |    | X  |    |    | X  | X  | X  | X  | X  |
|                | HY4991 | History dissertation     | COMP |    | X  | X  | X  | X  | X  | X  |    | X  | X  |    | X  | X  | X  | X  | X  |

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### Learning outcomes for the award of: **PGCert**

A1. A wide-ranging, critical understanding of the place of academic history within wider popular history and heritage

A2. A basic understanding of a range of themes in history and the role of these themes in wider society

A3. A general knowledge of a range of historiographical debates around key historical themes

A4. Some understanding of the role of institutional and individual mediation in the creation and understanding of history

B1. A critical, analytical, understanding of how history is created, mediated and communicated

B2. An advanced knowledge of research methods appropriate to the development of independent research in modern history

B3. Demonstrate analytical capability in handling historiographical debates

B4. An evaluative understanding of the role of history in contemporary society, both in the UK and overseas

C1. Ability to critically investigate, defend and constructively oppose viewpoints and opinions

C2. Competent knowledge of how interpretations and representations of the past are created and communicated

C3. Specialist knowledge and understanding of how histories can influence behaviour and perceptions of individuals, groups, institutions and nations

C4. Ability to approach, investigate and disseminate a defined and subject specific body of information

D1. The development of skills necessary for the effective communication of history to diverse audiences

D2. Generic as well as specific enhanced transferable research and analytical skills

D3. Public history displays, websites, broadcasts appropriate to a range of settings

D4. Debating skills