

**1. Programme Title(s):**

MA in English Local History and Family History  
Postgraduate Diploma in English Local History and Family History\*  
Postgraduate Certificate in English Local History and Family History\*

**\*Available as an Exit Award ONLY**

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study**

Full-time or part-time

**b) Type of study**

Campus-based

**4. Registration periods:**

Full Time

The normal period of registration is 1 year

The maximum period of registration is 2 years

Part Time

The normal period of registration is 2 years The maximum period  
of registration is 4 years

**5. Typical entry requirements:**

Applicants will normally be expected to have achieved a 1<sup>st</sup> or 2.1 (or equivalent) honours degree in the disciplines of the Humanities or Social Sciences. Those with a lower second may be admitted where they have a demonstrable ability to succeed at MA level. Such applicants may be required to submit a sample of written work as part of the application process. English language requirement: IELTS 6.5 or equivalent. A sample of written work in English may also be required.

**6. Accreditation of Prior Learning:**

Not applicable

**7. Programme aims:**

The programme aims to provide students with knowledge and understanding of central themes and issues concerned with the study of English Local History **and Family History** in different periods, contexts and settings. Students develop comparative skills and in depth knowledge of a number of specific aspects of the past. It aims to provide students with knowledge, understanding and experience of research methods and practices in history, in greater depth than at undergraduate level. They will also develop transferable skills in oral communication, self-management and planning. The programme includes training in historical research methods and skills, for example landscape and map analysis, as well as early modern palaeography. The programme delivers the support necessary to plan and carry out a dissertation and several further extended research projects to professional standards. It also aims to equip students with the research skills needed for historical research at doctoral level.

## 8. Reference points used to inform the programme specification:

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- QAA Quality Code (B12: Research Degrees – 2012)
- University of Leicester Learning Strategy <http://www2.le.ac.uk/offices/sas2/quality/learn/teach>
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Reports
- Graduate Survey
- External Examiners' reports
- Annual Developmental Review of the School of History for 2013-14
- ESRC guidance on Postgraduate Research training (5<sup>th</sup> edition, 2009)

## 9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(a) Subject and Professional skills</b>		
<b>Knowledge</b>		
Advanced knowledge of the major themes and issues in English local history; the processes of economic and social change and the relationship between them.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation.
<b>Concepts</b>		
Enhanced grasp of principles of historical research.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation.
<b>Techniques</b>		
Ability to select and apply methodologies and concepts to the development, execution and communication of an advanced research project.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation.
<b>Critical analysis</b>		
Ability to apply understanding of historiography, methodological and theoretical concepts, and research techniques to the relevant sources with rigour, independence and originality.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation.
<b>Presentation</b>		
Ability to present material coherently in a variety of formats (fieldcourse reports, skills tests, shorter and extended written assignments, dissertation). Ability to select and organise original material relevant to a research project and to achieve a professional standard of written communication throughout.	Interactive lectures, directed reading, research seminars, field course and field visits, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>Appraisal of evidence</b>		
Ability to read and critically analyse historiographical and methodological debates in the literature and to assess the relevance of existing research. Ability to select and critically analyse relevant primary source material. Ability to develop and maintain a rigorous and independent inquiry at an advanced level.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation.
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
Identifying credible topics for dissertation and research projects. Planning a realistic research timetable. Progressive improvement in ability to locate, organise, and marshal evidence, analyse complex ideas and construct sophisticated arguments.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation. Interaction with supervisor.
<b>Communication skills</b>		
Ability to write clearly and concisely in an appropriate scholarly style with effective organisation of content and appropriate scholarly apparatus. Ability to structure arguments effectively and present them in writing and orally. Ability to write in a range of scholarly formats, for example essay and dissertation. Ability to identify relevant information, critically analyse it and summarise findings succinctly in writing and orally.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation. Interaction with supervisor.
<b>Data presentation</b>		
Ability to gather, select, handle, and analyse qualitative and quantitative data, and to present it clearly and effectively.	Interactive lectures, directed reading, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision, independent research.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation. Interaction with supervisor.
<b>Information technology</b>		
<b>Problem solving</b>		
<b>Working relationships</b>		
Knowing how and when to draw upon the knowledge and expertise of others, both in group work and in individual supervision, as well as the ability to contribute and comment on ideas during lectures and seminars.	Interactive lectures, research seminars, field course and field visits, teamwork in practical classes, dissertation supervision.	Summative and formative assessment including research projects, book reviews, skills tests, a field-course evaluation and a dissertation. Interaction with supervisor.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Managing learning</b>		
Ability to work independently and manage their own learning. Showing initiative, self-organisation and time-management.	Advice on study skills, e.g. time management and planning assignments.	Regular contact with dissertation supervisor and personal tutor, production of dissertation research timetable.
<b>Career management</b>		
Develop the ability to apply the skills and knowledge gained to a range of professional contexts.	Careers development sessions offered by the New History Lab, and in Student Development.	Written work presented to a professional standard.

#### 10. Special features:

This programme is designed to be compatible with a 1+3 route to a PhD.

#### 11. Indications of programme quality:

Comments from recent external examiners' reports include praise for the Centre's 'highest reputation', its 'impressive' academic standards, and its 'collegiality', while its staff / student relations were described as 'harmonious and productive of fine scholarship'.

#### 12. Scheme of Assessment

This programme follows the University's regulations governing taught postgraduate programmes:

<http://www2.le.ac.uk/offices/sas2/regulations/general-regulations-for-taught-programmes>

Candidates who accumulate 120 credits from the taught modules and satisfy the examiners in each of the modules may be awarded a postgraduate diploma.

Candidates who accumulate 180 credits and satisfy the examiners in each of the modules, and submit a satisfactory dissertation will be awarded a Masters' Degree.

Candidates may only be awarded the Postgraduate Diploma or the Masters' Degree. No candidate may be awarded both.

#### 13. Progression points

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

#### 14. Rules relating to re-sits or re-submissions:

Candidates are allowed to resubmit coursework for individual modules once only. The mark for resubmitted work is capped at 50%.

#### 15. Additional information [e.g. timetable for admissions]

The programme commences with a Saturday school, usually during the last weekend of September.

#### 16. External Examiners

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#)

## Appendix 1: Programme structure (programme regulations)

Curriculum: In addition to the dissertation, candidates must study 4 taught modules totaling 120 credits from a choice of 5 English Local History Modules with the option of substituting one of these for an MA in History or Urban History module.

	Module Code	Module Title	Credits
Compulsory	*HS7100	Dissertation	60
Optional	HS7105	Field course	30
	HS7128	Medieval Landscapes, 400-1500	30
	HS7127	The Local Identities and Palaeography of Early Modern England, 1500-1700	30
	HS7130	Understanding English and Welsh Communities and Cultures, 1800-2000	30
	HS7131	Family History: Contexts, Identity and Belonging	30
		Any MA in History Optional Module	30

*\*Compulsory only for the degree of MA*

### Dissertation

The dissertation aims to produce an original, well-planned piece of historical research based on critical analysis of primary sources that is a clear contribution to the literature. Dissertations should:

- explain their purposes and significance and within the context of existing literature and interpretations
- be based on extensive research in appropriate primary sources
- demonstrate an understanding of the concepts and methodologies appropriate to the topic being researched
- present original conclusions based on critical analysis of primary sources
- relate conclusions to those of the existing relevant literature and demonstrates its unique contributions to knowledge and understanding of events and methodologies
- present findings through an effectively structured piece of writing that is clear and concise, uses scholarly language and is supported by appropriate scholarly apparatus

Assessment for 60 credits: 1 dissertation of 20,000 words (100%)

### Field-course

The field-course introduces the comparative study of regional human landscapes as artefacts of historic cultures (very broadly defined to include, e.g. religion, work, leisure, class) in the English Midlands. The course stresses the continuities between periods from sub-Roman times to today; the contrasts between sub-regions; issues of historical 'community' and regional cultures; the role of family history in landscape studies; and the evidence of the built environment whether domestic, ecclesiastical or industrial. Particular emphasis is laid upon personal development of observational skills. It is assessed through an illustrated and comparative written evaluation of the region's societies, cultures and landscapes.

Assessment for 30 credits: 1 field-course evaluation of 7,500 words (100%).

### Medieval Landscapes, 400-1500

This module combines the development of theoretical and practical skills to prepare students for advanced postgraduate research into the landscape history of medieval England. On completion of the module, students will be able to demonstrate familiarity with the key themes and historiographical debates of recent years. They will develop skills in the critical analysis of both written and non-written primary sources, as well as the written and oral presentation of historical arguments based on landscape evidence. Their written work will demonstrate an appreciation of the

role landscape has to play in historical enquiry and will be equipped with skills which will enable them to 'read' these landscapes in the field.

HS7128: Assessment for 30 credits: 1 map skills test (33.3%) and 1 research project of 5,000 words (66.6%).

### **The Local Identities and Palaeography of Early Modern England, 1500-1700**

This module combines the development of theoretical and practical skills to prepare students for advanced postgraduate research into the local history of early modern England. On completion of the module, students will be able to demonstrate familiarity with the key themes and historiographical debates of recent years. They will develop skills in the critical analysis of primary sources, as well as the written and oral presentation of historical arguments. Their written work will demonstrate an appreciation of the relationship between the centre and localities in early modern England. From the palaeography classes students will be equipped to approach archival research with confidence, having also participated in a tour of the Leicester, Leicestershire and Rutland Record Office.

HS7127: Assessment for 30 credits: 1 palaeography skills test (33.3%) and 1 research project of 5,000 words (66.6%)

### **Understanding English and Welsh Communities and Cultures, 1800-2000**

This module augments knowledge and comparative understanding of regional English and Welsh communities and cultures, covering essential themes relating to these fields, and the approaches and theory used in their study. It enhances research skills and versatility, knowledge of local historical sources, written communication skills, critical historical judgement, and related interpretation. Students will develop inter-disciplinary methods and skills. These include literary approaches, pictorial interpretation, oral history, methods in cultural and religious geography, and ethnological and anthropological approaches (e.g. on the gypsies), among other local historical methods and approaches. Students are encouraged to relate historical knowledge to present-centred issues and problems (e.g. heritage-related issues, gypsies, literary repute and local investment, welfare systems and their problems, xenophobia, gender relations, family history and identity, secularisation, and landscape interpretation).

HS7130: Assessment for 30 credits: 1 research project (67%) and 1 book review of 2,500 words (33. %)

### **Family History**

This module will study family history within its regional English and Welsh historical contexts. It aims to discuss wider developments affecting the flourishing growth area of family history and its related themes. It will discuss and evaluate broad current debates such as identity, belonging, 'core' and dynastic families, historical demography, migration, historical genetics, royal lineages (e.g. with attention to Richard III), surname origins, issues of family and community, and many related historical issues. Among the aims are to compare and relate specific or student family histories to those of others from different regions, countries and ethnic groups. Students will have many opportunities to develop and understand their own family histories within these contexts. The module will apply modern interdisciplinary and humanities techniques for historical analysis and writing in this growing and popular field of study.

HS7131: Assessment for 30 credits: 1 research project of 5000 words (70%) and 1 book review of 2,500 words (35%)

### **Appendix 2: Module Specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>