

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

MRes History

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study Full-time or part-time**

**b) Type of study Campus based (ignite blended learning)**

**4. Registration periods:**

Full Time

The normal period of registration is one year full-time

The maximum period of registration is two years full-time

Part Time

The normal period of registration is two years part-time

The maximum period of registration is four years part-time

**5. Typical entry requirements:**

Applicants will normally be expected to have achieved a 2.1 (or equivalent) honours degree in the Humanities or Social Sciences. In certain cases (for instance older students who may have significant published work already under their belt) evidence of substantial alternative research training might allow acceptance of a lower degree classification or of those with degrees in other disciplines. 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, with 6.0 in writing. 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 turn graduates into researchers by providing the training and individual support necessary to complete an extended piece of historical research. It will provide students with knowledge, understanding and experience of research methods and practices in history. They will also develop transferable skills in communication, self-management and planning. Training in historical research methods and skills will be both general and specific, as required for the chosen research project. Students will receive the support necessary to plan and carry out an extended research project to a standard that might form the basis of a publication. The programme 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 Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report

- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- ESRC Postgraduate Training and Development Guidelines (5<sup>th</sup> edition, 2015)

## 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 methodological, practical, theoretical and ethical issues underpinning historical research Advanced knowledge of the literature and sources relating to a specific aspect of the past.	Seminars, workshops, directed reading, research seminars, archival research, problem solving exercises, dissertation supervision, independent research	Summative and formative assessment including written assignments, group projects, oral and presentations and a dissertation
<b>Concepts</b>		
Enhanced understanding of key concepts in historical research	Seminars, workshops, directed reading, research seminars, archival research, problem solving exercises, dissertation supervision, independent	Group projects, written assignments, oral presentation and dissertation
<b>Techniques</b>		
Ability to select and apply methodologies and concepts to the development, execution and communication of an extended research project.	Seminars, workshops, directed reading, research seminars, , dissertation supervision, independent research	Oral presentation, dissertation
<b>Critical analysis</b>		
Ability to apply understanding of historiography, methodological and theoretical concepts and research techniques to the relevant sources with rigour and originality	Seminars, workshops, directed reading, research seminars, dissertation supervision, independent research	Oral presentation, dissertation, interactions with supervisor
<b>Presentation</b>		
Ability to present material coherently in a variety of formats (oral presentation, shorter and extended written assignments, dissertation). Ability to select and organise original material relevant to an extended study and to achieve a high standard of written and verbal communication throughout.	Seminars, workshops, research seminars, independent research, dissertation supervision	Written assignments, oral presentation, dissertation
<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	Seminars, workshops, research seminars, independent research, dissertation supervision	Oral presentation, written assignments, dissertation, interactions with supervisor

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
<p>Develop a critical awareness of current research and new insights in the relevant research areas</p> <p>Carry out a critical evaluation of literature and primary sources applicable to relevant research areas.</p> <p>Select and synthesise data</p> <p>Communicate findings and conclusions to relevant audiences.</p> <p>Awareness of ethical and practical issues that impact on research.</p> <p>Awareness of the dynamic research environment, in particular accessibility of source material</p>	<p>Seminars, workshops, directed reading, research seminars, problem solving exercises, dissertation supervision, independent research</p>	<p>Summative and formative assessment including written assignments, group projects, presentations and a dissertation</p> <p>Interactions with supervisor</p>
<b>Communication skills</b>		
<p>Ability to write clearly and concisely in an appropriate scholarly style with effective organisation of content and appropriate scholarly apparatus</p> <p>Ability to structure arguments effectively and present them in writing and orally</p> <p>Ability to write in a range of scholarly formats, for example essay and dissertation.</p> <p>Ability to identify relevant information, critically analyse it and summarise findings succinctly in writing and orally</p>	<p>Seminars and workshops, Dissertation supervision</p>	<p>written assignments, oral presentation, interactions with supervisor, dissertation</p>
<b>Data presentation</b>		
<p>Ability to gather, select, handle and analyse qualitative and quantitative data.</p> <p>Ability to deliver an oral presentation based on original research to an academic audience.</p>	<p>Seminars, workshops</p>	<p>Group project report, dissertation, oral presentation, interaction with supervisor</p>
<b>Information technology</b>		
<p>Ability to use information technology to identify and access research resources</p> <p>Ability to use information technology to present research findings effectively</p>	<p>Computer practical classes, tutorials, resource based learning, dissertation supervision</p>	<p>Essays, written reports, dissertation, oral presentation</p>
<b>Problem solving</b>		
<p>Ability to apply critical skills to the identification and solution of original research problems</p>	<p>Dissertation supervision</p>	<p>dissertation</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Working relationships</b>		
Ability to organise and contribute to group activity.  Working effectively with dissertation supervisor	Seminars, workshops, dissertation supervision	Group project report, interaction with supervisor, contribution to research seminars
<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, production of research timetable
<b>Career management</b>		
Develop the ability to apply the skills and knowledge gained to a range of professional contexts.	Advice on PDP and career options delivered through the personal tutor system. Careers development sessions offered by the New History Lab.	Individual PDP portfolios. Attendance at NHL sessions

#### 10. Special features:

This programme is designed to be compatible with a 1+ 3 route to a PhD. It draws on resources developed for the MA in History

#### 11. Indications of programme quality:

This course builds on the existing research training provision for MA History that has received favourable reports from successive external examiners.

Comments from the external examiner's report

'HS7005 [the core module] uses 4 different methods of assessment: Group Posters, 1 essay, Group Presentation and Textual Analysis. This is an impressive mix of teaching and learning methods.'

'The dissertations I read were exceptionally good and in many cases were original pieces of research showing a great degree of enthusiasm and interest.'

'Standards achieved by students on the two programmes which I had examined are comparable to those I am familiar with at the LSE, King's College and University College of the University of London'.

#### 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>

#### 13. Progression points

For the award of the MRes candidates will complete the core module (30 credits) and a second taught module, either a literature review or an optional module that provides relevant research training or content (30 credits) and successfully complete a dissertation (120 credits). Successful completion of 60 credits of taught modules is required for progression to the dissertation.

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:**

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

**15. External Examiners**

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

<https://www2.le.ac.uk/offices/sas2/assessments/external/current-postgraduate-external-examiners#college-of-arts--humanities-and-law>

## Appendix 1: Programme structure (programme regulations)

**Curriculum:** All candidates study the compulsory modules listed below in their first semester plus one optional module. Full-time students will choose a first semester option, while part-time students will select a second semester option in their first year.

	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>
Compulsory	HS7010	Historical Research, Historical Writing	30
	HS7450	Dissertation	120
Optional	HS7135	Landscapes and Identities	30
	HS7136	Family, Community and Society	30
	HS7212	Global Cities	30
	HS7251	The City in History	30
	HS7026	The Holocaust	30
	HS7037	After the Holocaust	30
	HS/ML7022	Mastering Medieval Sources/Latin	15+15
	HS7304	American Freedoms? Rhetoric & the Reality in the USA	30
	HS7499	Victorian Society	30
	HS7311	Religious Conflict and Coexistence	30
	HS7310	Global History: Comparative & Connected Approaches	30
	HS7312	Doctors, Disease and Pandemics: Patients and Practitioners	30
		30	
	HS7500	Directed Reading	30

## Appendix 2: Module Specifications

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