



PART 1 – MA PUBLIC HISTORY PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	The National Archives (TNA), Kew, Surrey. Students will spend part of their contact time at TNA, taught by TNA staff as well as being taught at St Mary's by St Mary's staff.
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	MA Public History
5	Final award	MA
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate (PgCert) Postgraduate Diploma (PgDip)
7	Faculty with responsibility for the programme	Education, Humanities & Social Sciences
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	L990, Q4300, V710
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	There is not an appropriate Master's degree QAA subject benchmarking statement published for the MA Public History to be mapped against. Therefore the programme specification has been developed in accordance with the Level 7 descriptors identified in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and the QAA Characteristics Statement for Master's Degrees (2015).



14	Normal completion time and maximum duration of study	<p>Normal completion time: Full-time study – one year Part-time study – two years</p> <p>The overall duration of study for a full-time Masters Programme from initial registration to completion of programme requirements shall be one calendar year or three semesters as prescribed by the programme (i.e. September to September). A part-time Masters programme shall normally be followed over four or six consecutive semesters as prescribed by the programme. A part-time programme of study leading to a Postgraduate Certificate shall last no less than two consecutive semesters. A part-time programme of study leading to a Postgraduate Diploma shall last no less than four consecutive semesters. Individual applications for remission of the Regulations concerning duration of study may be approved by the appropriate University Examinations Board on the recommendation of the Registrar.</p>
15	Mode of study	The programme can be taken in full or part-time mode.
16	Mode of delivery	Face to face.
17	Date approved and name of authorised body	January 2015
18	Applies to students commencing study in (month/year)	September 2018
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>Most people's sense of the past comes from public history, through film and television, fiction, museums, heritage sites and memory work.</p> <p>This course looks at the kinds of pasts that are produced in these popular forms. It examines how they are made and the ways in which they are consumed and understood.</p> <p>As part of your study you'll be able to gain practical experience of working in a cultural heritage site, museum, gallery or archive.</p> <p>The degree will help to prepare you for a career in public history related fields. It will also show you why the uses we make of the past are not just matters of academic interest.</p>
20	Aims of the programme	Primary Aims of the Programme



		<p>In line with the University Mission and the QAA Master's Degree Characteristics (2010), the primary aims are:</p> <ol style="list-style-type: none"> 1. To provide a programme of learning in public history that offers a stimulating combination of delivery patterns and integrates academic activity with elements of practice-led learning. 2. To develop students' critical understanding of the cultural and political functions of different historical practices and forms of historicisation within contemporary public spaces. 3. To provide a platform of subject knowledge, critical thinking and research skills that will allow graduates to undertake further academic research work in history generally, and public history specifically, using interdisciplinary approaches. 4. To provide opportunities for students to acquire practical experience that will help prepare them for work across a range of public and private organisations, including the media, and cultural, educational and arts sectors of various local, national and international knowledge economies. 5. To develop the written and oral presentation skills needed for effective communication of research findings at postgraduate level.
21	<p>Criteria for admission</p>	<p>Criteria for Admission</p> <ul style="list-style-type: none"> • Applicants must satisfy the general admissions requirements of St Mary's University outlined in the Admissions Policy. Candidates will normally be expected to possess an honours degree in arts, humanities or social sciences with a minimum of an upper second class, or an appropriate EU, US or Overseas honours degree equivalent; OR relevant non-certified learning and professional experience in an arts, media, educational or cultural industry organisation. • Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section. Applicants whose first language is English should hold an appropriate English Language GCSE or O Level. Non-graduate applicants whose first language is English need to be able to demonstrate sufficient writing skills in line with the University's general requirements in English. <p>Credit Accumulation and Transfer and Accreditation of Prior Learning</p> <ul style="list-style-type: none"> • Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows: <ul style="list-style-type: none"> ○ Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other



		<p>institutions;</p> <ul style="list-style-type: none"> ○ Relevant certificated prior learning. <ul style="list-style-type: none"> • The relevance, status and currency of the prior learning will be considered by the Registrar on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry to Masters or other professional programmes as determined by the Programme Director on the advice of the Registrar. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study. • The maximum number of credits for which exemption may be given are as follows: <ul style="list-style-type: none"> • Postgraduate Certificate up to 30 credits • Postgraduate Diploma up to 60 credits • Master's Degree up to 90 credits • Students who are given entry with advanced standing to a Masters programme may be exempted from taught elements only. 																		
22	<p>Scheduled learning time (the number of guided learning hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)</p>	<p>[This section should detail the total number of hours in each KIS category and express them as a percentage. Completion of this section is <u>essential</u> for accurate data reporting. If a row is not relevant to the programme of study, please complete with zero rather than leaving blank]</p> <table border="1" data-bbox="451 1261 1316 1624"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>104</td> <td>11.5%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>80</td> <td>9%</td> </tr> <tr> <td>Guided learning hours</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Independent study time</td> <td>716</td> <td>79.5%</td> </tr> <tr> <td>TOTAL*</td> <td>900</td> <td></td> </tr> </tbody> </table> <p>*A typical 3 year undergraduate programme has a total of 3600 hours A typical 2 year Masters level programme has a total of 1800 hours</p>	Type of learning time	Number of hours	Expressed as %	Contact time	104	11.5%	Placement/work-based learning hours	80	9%	Guided learning hours	0	0%	Independent study time	716	79.5%	TOTAL*	900	
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23	<p>Programme learning outcomes</p>	<p>The MA programme provides opportunities for students to achieve and demonstrate the following learning outcomes, the articulations of which are congruent with SEEC Level 7 Descriptors:</p> <p>Knowledge and Understanding – students will be able to:</p> <ol style="list-style-type: none"> 1. Show an advanced awareness of the relationship between historical knowledge and the form in which that knowledge is constructed and made 																		



		<p>available to audiences</p> <ol style="list-style-type: none"> 2. Demonstrate critical understanding of the cultural, commercial and pedagogic status of public history activities in a range of countries 3. Demonstrate critical understanding of the main primary and secondary sources – textual, visual, oral, built – used to study the chosen subject 4. Demonstrate systematic understanding of theoretical issues, the nature of disciplinary boundaries, and interdisciplinary knowledge, in relation to debates about public history <p>Cognitive skills – students will be able to:</p> <ol style="list-style-type: none"> 5. Critique the ways in which historical knowledge is produced, mediated, organised, legitimised and consumed within contemporary public spaces 6. Analyse the reciprocal relationship between institutional and media representations of public history and discursive constructions of national, gender, and other social identities 7. Synthesise, analyse and interpret information from a range of authoritative primary and secondary sources 8. Analyse and synthesise complex and often contradictory material to create coherent and logical arguments supported by relevant evidence <p>Performance and Practice – students will be able to:</p> <ol style="list-style-type: none"> 9. Demonstrate their capacity to complete a major work-based project in the field of public history, or to write a dissertation that is based substantially on primary research materials 10. For students taking the work-based project, to demonstrate the major vocational skills required to work in public history related occupations 11. Plan and carry out practical activities both independently and in group work, showing adaptability and flexibility in multiple contexts 12. Make good use of a range of media tools and forms in the production and presentation of their work <p>Personal and Enabling skills – students will be able to:</p> <ol style="list-style-type: none"> 13. Demonstrate the ability to convey the results of work clearly and systematically, both orally and in writing 14. Demonstrate skills of personal and/or professional development and career planning, such as participating in workshops, conferences and work-based learning 15. Manage their time effectively and to work to deadlines 16. Learn independently and display skills required for lifelong learning
24	Programme structure and module requirements	<p>Students successfully completing 60 FHEQ Level 7 credits by following the modules below will be eligible for the award of Postgraduate Certificate in Public History.</p> <p>Students successfully completing 120 FHEQ Level 7 credits by following the modules below will acquire the Postgraduate Diploma in Public History.</p>



		<p>Students who successfully complete 180 FHEQ Level 7 credits, (PHS7010 Public History plus 90 credits from any combination of the taught 30-credit modules, and either 60PHS7060 Research Methods and Dissertation or 60PHS7070 Professional Attachment) are eligible for the award of Master of Arts in Public History.</p> <p>FHEQ Level 7 Modules</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status (core, option)</th> </tr> </thead> <tbody> <tr> <td>PHS7010</td> <td>Public History</td> <td>30</td> <td>1</td> <td>Core</td> </tr> <tr> <td>PHS7020</td> <td>Making Histories</td> <td>30</td> <td>2</td> <td>Core option</td> </tr> <tr> <td>PHS7030</td> <td>History: spaces and places</td> <td>30</td> <td>2</td> <td>Core option</td> </tr> <tr> <td>PHS7040</td> <td>Memory, History, Testimony</td> <td>30</td> <td>1</td> <td>Core option</td> </tr> <tr> <td>PHS7060</td> <td>Research Methods and Dissertation</td> <td>60</td> <td>May-Aug</td> <td>Core option for MA</td> </tr> <tr> <td>PHS7070</td> <td>Professional Attachment</td> <td>60</td> <td>May-Aug</td> <td>Core option for PgDip/MA</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status (core, option)	PHS7010	Public History	30	1	Core	PHS7020	Making Histories	30	2	Core option	PHS7030	History: spaces and places	30	2	Core option	PHS7040	Memory, History, Testimony	30	1	Core option	PHS7060	Research Methods and Dissertation	60	May-Aug	Core option for MA	PHS7070	Professional Attachment	60	May-Aug	Core option for PgDip/MA
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25	Work placements or study abroad	<ul style="list-style-type: none"> The National Archives will provide some work placement spaces for some students who wish to take a vocational/CPD route through the MA in Public History. Some of the students (probably three) who wish to take the professional attachment module will be able to do the work placement at TNA. Other students on this module will be found professional placements elsewhere. 																																			
26	Links to industry and employability	<p>We believe that the vocational dimension of the MA will help to enhance student employability. The MA's emphasis on research-led enquiry and assessment will help to increase students' exposure to and engagement with research, both as practitioners and consumers of specialised and up-to-date research.</p> <p>The MA will help the School to further its 'employability' agenda, because students on the programme will have an opportunity to undertake a major work-based research project, and they will be able to gain work experience in a public history related field.</p>																																			
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <ul style="list-style-type: none"> Candidates satisfactorily completing 60 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Certificate in Public History. Candidates satisfactorily completing 120 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Diploma in Public History. Candidates who accumulate all 180 FHEQ Level 7 credits will be eligible for the award of the Degree of MA in Public History. 																																			

PART 3 – TEACHING, LEARNING & ASSESSMENT



28	Programme teaching and learning strategies	<p>Research - Enriched Teaching and Learning</p> <p>Throughout this programme, the use of research-enriched teaching and learning evinces the values placed on the role of research in enhancing the student academic experience. The programme is designed so that such practice should occur in and underpin the whole programme in its teaching, learning and assessment. This can be seen in the use of assignments related to research processes or outputs, such as conference presentations, book reviews, essays, and extended research project writing. It is expected that all teaching staff will be engaged in scholarly activity to inform and maintain the currency of the curriculum content and remain aware of the definitions, concepts and practices involved in linking teaching/learning and research. This MA also fits well with the main research agenda of the Research Centre for the Philosophy of History at St Mary's. This Centre regularly organises seminars, symposiums and conferences that focus on how historical knowledge is produced, distributed and interpreted in the wider public sphere. The Centre has an international profile (with affiliates from UK, Finland, USA and Australia), and it has strong links with the International Network for Theory of History (based at Ghent University). All students on the MA will be invited and encouraged to attend the Centre's events – including after they have completed the MA.</p> <p>Teaching and Learning Methods</p> <p>As previously explained, the use of research-enriched teaching and learning evinces the values placed on the role of research in enhancing the student academic experience on this MA. The programme is designed so that such practice should occur in and underpin the whole programme in its teaching, learning and assessment. Students experience some mode of lecturing (didactic, interactive, web-based) in each of the taught 30-credit modules. But throughout the course there is an emphasis on enquiry-led learning, with extensive use made of plenary and small-group discussion, practical sessions, field visits and project work.</p> <p>All of the MA modules are accompanied by a Moodle-based VLE, available (exclusively) to students registered for that module and to tutors and administrators involved in its delivery. These VLE sites are used to store content (module guide, powerpoint presentations used in class, details about and advice on assessment tasks), as a forum for discussion, as a means for tutor communication with the group, and as a location where students submit their written assignments and receive grades and feedback on this written work.</p> <p>As a design principle – and recognising the complex time demands on students and staff in contemporary higher education – the organisation and scheduling of teaching is as flexible as possible. Some contact time is delivered in the form of field visits (usually to sites in London/South East). Some of the teaching for PHS7020 Making Histories is organised using a distance-learning model – employing a Moodle-based VLE. As the teaching contribution of TNA increases over time, some of the teaching sessions will be delivered as whole-day blocks at the National Archives in Kew. We will also run some more conventional seminars/workshops for students on the St Mary's campus. This flexible organisation of teaching lends itself to the kinds of project-based assessment</p>
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		<p>tasks required in the modules. Moreover, it will make the MA (and PGCert and PGDip) more accessible for part-time students and/or for those who are already employed in a related field and who are taking a course Public History as part of their continuing professional development.</p>
29	<p>Programme assessment strategy</p>	<p>Strategy for Assessment</p> <p>Assessment is conceptualised here as a tool to promote effective learning, as well as an instrument to measure what learning has taken place. In order to achieve this, assessment must be constructively aligned with the (Programme and module) learning outcomes and with the teaching and learning activities used in each module. The assessment tasks set in this MA are based on four considerations:</p> <ul style="list-style-type: none"> • the extent to which the assessment reflects the (Programme and module) learning outcomes • the extent to which the results of the assessment can be trusted • the extent to which the assessment supports and promotes desirable learning • the cost involved. <p>The design of the strategy recognises the importance of the wider HE infrastructure in framing assessment practices. Thus the definition of Masters level work in our assessment regime incorporates the criteria stipulated in the QAA framework for higher education qualifications in England (August 2008). Specifically a Masters degree holder should have demonstrated:</p> <p>i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p> <p>ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</p> <p>iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;</p> <p>iv) conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • to evaluate critically current research and advanced scholarship in the discipline; and • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. <p>Similarly, the Programme accepts the responsibilities in assessment as detailed in the 15 General Principles of the QAA Code of practice for the assurance of academic quality and standards in higher education. Section 6: Assessment of students (revised September 2006). Specifically it aims to have effective procedures for:</p> <ul style="list-style-type: none"> • designing, monitoring and reviewing its assessment strategies; • implementing rigorous assessment policies and practices that ensure that standards are set and maintained at the appropriate level, and that student



		<p>performance is properly judged against this;</p> <ul style="list-style-type: none"> evaluating how academic standards are maintained through assessment practice that also encourages effective learning. <p>The MA's assessment strategy aims to set assessment tasks that test intellectual processes and 'performances of understanding' (Biggs 2003: 156) rather than participants' grasp of empirical knowledge. Participants are required to progress from a base of declarative knowledge to a demonstration of functioning knowledge and will therefore engage in processes of communicative and interpretive understanding at Masters level (defined above). The assessment tasks should therefore encourage deep rather than surface approaches to learning and combine both formative and summative roles.</p> <p>Students on the MA in Public History will undertake a range of assessment tasks. For convenience sake we can divide these into formative and summative tasks.</p> <p>Formative tasks Students will complete work for seminar preparation and in advance of field visits. They will be asked to make occasional short presentations in class. They will contribute to online discussions. They will also produce draft written work for tutors to read. All of this student work will generate peer and tutor feedback, but it will not be graded as such.</p> <p>Summative tasks The formally assessed tasks have been designed to enable students to develop to a high level the core academic skills on analysis, interpretation, research and critical reading. They will develop their academic writing skills as they produce essays, reports, papers, commentaries and literature reviews. They will develop their presentation skills, both in taught modules and in either the dissertation or professional attachment module. They will also develop their practical production skills by designing and making one of a range of communication tools for PHS7010 Public History and PHS7030 History: spaces and places.</p> <p>The University operates a 3 week turnaround expectation for feedback to students.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.
31	Quality	This programme aligns with the quality assurance requirements of St Mary's



management arrangements	University through the following processes: <ul style="list-style-type: none">• Five yearly cycle of revalidation• Interim review for collaborative provision• System of Moderators for collaborative provision• Ongoing monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners
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