PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)
MA Hanes
MA History

Internal Programme Title(s) (if different to the title on the certificate)
N/A

Programme to be included in Graduation Ceremonies
Yes

Delivery period
September 2022 – September 2026

Intake points
One intake point annually in September

Regulatory details

Regulatory details	
Awarding body	
Wrexham Glyndŵr University	
Programme delivered by	
Wrexham Glyndŵr University	
Location of delivery	
Plas Coch Campus, Wrexham Glyndŵr University	
Faculty/Department	
FAST: History	
Exit awards available	
MA History Postgraduate Diploma History Postgraduate Certificate History	
Professional, Statutory or Regulatory Body (PSRB) accreditation	
N/A	
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*	
N/A	
HECoS codes	
100302	
UCAS code	
N/A	
Relevant QAA subject benchmark statement/s	

Subject Benchmark Statement: History https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81_4

Mode of study
Full & part time

Normal length of study for each mode of study
Full time: 1 full year (60 credits per trimester) **Part time:** 2 years (Year 1 delivered over 2 semesters and Year 2 study over 3).

Language of study
English

Transitional arrangements for re-validated provision if applicable
N/A

The following University Award Regulations apply to this programme
• General Regulations and Definitions • Regulations for Taught Masters Degrees • Language Admissions Policy

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Date of validation event:	27 April 2022
Date of approval by Academic Board:	14 June 2022
Approved Validation Period:	*September 2022 - September 2026*
Transitional arrangements approved (if revalidation)	*N/A*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

1   Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
MA History	An initial degree in History or a relevant subject (2:2 or above), or evidence of relevant activity in the subject equivalent to these classifications, as determined by interview.

The above is intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

Non Standard entry criteria

Applicants should hold a relevant initial degree. However, the programme team welcomes applications from individuals who can demonstrate that they possess the knowledge and ability equivalent to the academic qualifications usually required. All applicants will be considered on an individual basis and interviews will be held for all applicants who have non-standard entry criteria.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Glyndŵr University has a clear, rigorous, fair and flexible system in place to allow for the recognition of prior experience or learning. This will apply to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. This requires detailed evidence that the learning outcomes, skills and knowledge covered in the programme have been achieved as determined by a mapping exercise All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures.

2 DBS Requirements

DBS checks will not be required as standard. In some exceptional circumstances students undertaking a placement or dissertation may be required to obtain a relevant Disclosure and Barring Service (DBS) certificate, issued by the UK government. For example, if working within schools, museums or other community settings where contact with children or vulnerable people could be required. In these situations, the programme team will contact the Student Administration team to ascertain whether a DBS is required, and if so to organise for the check to be completed in advance of any placement or research beginning.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our CONSIDERATION OF CRIMINAL CONVICTIONS POLICY & PROCEDURE. In line with the Universities DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

3 Suitability for Practice Procedure

N/A

4 Aims of the programme

The general aims of the programme are as follows:

1. To ensure that students have a systematic understanding of a detailed body of historical knowledge relating to a range of themes from the eighteenth to the twentieth centuries.

2. To enable students to relate regional knowledge to broader historical contexts.

3. To enable students to develop the ability to locate, analyse and interpret historical sources appropriate to MA level study.

4. To provide students with the ability to research and present independent pieces of historical scholarship to an advanced standard.

5. To develop high-level academic and transferable skills through practical and work-based learning in preparation for graduate employment.

6. To ensure students have a deep knowledge of approaches to the transmission and communication of history.

5   Distinctive features of the programme

This proposal is for an MA History which combines academic content with a focus on the way in which history is communicated in contemporary society. The programme will place particular emphasis on the importance of regional history from the eighteenth to the twentieth centuries using north east Wales and the border as a key case study. This provides students with an exciting and unique academic opportunity to research an area recognised as being under-represented in the historical record. This will then be used as a model for researching regional history more generally with a particular consideration of cultural heritage and identity.

The programme will also incorporate significant elements of Public History and students will engage directly with the history, heritage and creative industries through work placements and other related opportunities. This will allow students to develop and apply a wide range of skills through this practical introduction to relevant workplace organisations and methodologies. Overall, this MA programme aims to appeal to those looking for a postgraduate History programme with a strong contemporary flavour.

6   Credit Accumulation and exit awards

Exit Awards

Successful completion of 180 credits at Level 7 entitles the student to the intended award of: MA History

Successful completion of 120 credits at Level 7 entitles the student to the exit award of: Postgraduate Diploma History

Successful completion of 60 credits at Level 7 entitles the student to the exit award of: Postgraduate Certificate History

7   Programme Structure Diagram, including delivery schedule

Programme Structure
The programme structure is in line with the design of comparable programmes across the sector, the QAA national framework for HE awards and Wrexham Glyndŵr University's expectations for a taught Master's degree.

All modules in this document are 'Core' and will be delivered in line with the Active Learning Framework (ALF) involving synchronous and asynchronous approaches. Although all modules are at Level 7 there is a clear progression for students in terms of knowledge acquisition and skills development. In order to maximise the benefits of this progression, modules will be delivered in a particular order as noted below. Attendance at group sessions will help create networks of learning support within the cohort prior to the more individual experience of the dissertation module.

The programme of study will be offered full time and part time with students on both routes being taught together.

Full time study will commence and conclude in one calendar year. Semester 1 and 2 will be delivered in the normal undergraduate year from late September to late May the following year. Two 30 credit modules will be undertaken in each of these semesters. The final 60 credit module will take place in the third trimester, from early June to August. This will equate to 60 credits of HE learning occurring in each trimester.

Part time Year 1 students will normally complete two 30 credit modules in the first academic year. All part-time students will be expected to begin with the module 'History Today: Sources and Approaches' as a vital introduction to Master's level study. They will then undertake **either** 'Social and Cultural Identity' **or** 'Public History and Heritage' depending on their own individual circumstances and timetabling. This will ensure that part-time students will have completed 60 credits by the end of the second semester and will complete the year in late May.

Part time Year 2 students will return in the following September and complete the final two 30 credit modules over semester one and two. They will then continue to the third trimester of study for the dissertation module.

Module Delivery

The programme has been designed to ensure flexibility and variety in the learning experiences offered. To ensure all students are able to plan their learning effectively, the timetable commitments, both on-campus and online, will be explained and sent to all confirmed applicants.

In a general sense, on-campus teaching sessions will take place on one designated day of the week. Although this will be supported by asynchronous and synchronous online learning, the campus experience is one which has proved popular with history cohorts to date and will be regarded as a crucial plank of the learning. All students will be encouraged to attend on campus session although online materials will also be provided to cover any absence. There will also be occasional Saturday visits to explore archival resources and places of historical interest in the region.

Students following a part-time route will be integrated into sessions with full-time students. Induction events and tutorials will be held to ensure that the needs of part-time and full-time students are considered and addressed.

Dissertation (60 credits)
Tutors are keen to ensure that the emphasis at the Dissertation stage remains one of independent study. At the same time this stage of study will be organised to ensure that students receive appropriate guidance and support. Students will be allocated a dissertation supervisor and will follow a formal timetabled plan of tutorial sessions. Progress will be monitored through individual action plans. In addition students will meet as a group on a regular basis to counter intellectual isolation, share research experiences and encourage progress.

Full-time delivery: Level 7

Mod title	Credit value	Core/option	Delivery semester 1, 2, 3
HUM706 History Today: Sources & Approaches	30	Core	Semester 1
HUM707 Social and Cultural Identity	30	Core	Semester 1
HUM708 Public History & Heritage	30	Core	Semester 2
HUM709 Research Practice & Projects	30	Core	Semester 2
HUM710 Dissertation	60	Core	Semester 3

Part-time delivery: Level 7

Mod title	Credit value	Core/option	Delivery semester 1, 2, 3
HUM706 History Today: Sources & Approaches	30	Core	Semester 1 (year 1)
HUM707 Social and Cultural Identity	30	Core	Semester 1 (year 1 or 2)
HUM708 Public History & Heritage	30	Core	Semester 2 (year 1 or 2)
HUM709 Research Practice & Projects	30	Core	Semester 2 (year 2)
HUM710 Dissertation	60	Core	Semester 3 (year 2)

8 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 7
A1	Demonstrate a detailed knowledge and a sophisticated, critical understanding of the debates relating to the nature of History today
A2	Acquire an advanced, critical understanding of the historiographical tradition underpinning the discipline
A3	Demonstrate expert knowledge and sophisticated understanding of the socio-economic, political, religious and cultural make-up of the region from the eighteenth to the twentieth centuries

Intellectual Skills

	Level 7
B1	Analyse an extensive range of texts and source materials critically and empathetically
B2	Demonstrate a confident and effective ability to construct relevant and logical arguments based on appropriate evidence
B3	Critically appraise complex views and arguments
B4	Demonstrate intellectual independence and maturity of judgement appropriate to Master's level study

Subject Skills

	Level 7
C1	Demonstrate a critical awareness of the theoretical approaches and research methodologies appropriate to study at Master's level in History
C2	Apply advanced methodologies to designated research tasks in order to reach a professional and convincing historical interpretation
C3	Utilise a wide range of technological approaches in order to formulate and present appropriate Master's level historical research.

Practical, Professional and Employability Skills

	Level 7
D1	Exhibit the increased confidence, self-discipline and initiative appropriate to the skills of a professional researcher in the completion of an advanced research study
D2	Work effectively both independently and as part of a group to achieve designated goals in a set timeframe to an appropriate Master's standard
D3	Communicate complex arguments and theories in a clear, effective and coherent form
D4	Demonstrate the ability to disseminate advanced research in a format that is appropriate for a range of different audiences

9 Learning and teaching strategy

The MA in History is designed to be a practical, participatory programme with an emphasis on developing high level academic and transferable skills. The research and guided, self-directed study elements of the programme will ensure that the keystone of learning is the independent

work carried out by the students themselves. The learning strategy ensures that there are equal opportunities for all to succeed on this programme.

Knowledge and understanding will be facilitated through weekly in-class sessions which will ensure sufficient thematic grounding in key academic areas of the programme. Students will be encouraged to participate in interactive, student-led seminars and discussions based on interrogation of historical sources. The crucial aspect here is the way in which students engage with problem-solving techniques and the communication of results in a group environment. In addition to the knowledge acquisition this will also contribute to the active learning and the creation of a positive group dynamic.

Students will also benefit from the provision of online materials, both pre-recorded sessions and other complimentary resources, to encourage flexible and accessible learning and facilitate 'supported digital engagement' (*QAA Building a Taxonomy for Digital Learning*). These sessions will be uploaded at the same time each week, and will provide practical guidance on the use of relevant sources as well as provide details of any activities students are expected to carry out for the next in-class session. Reading materials and links to sources – both primary and specialised secondary - will also be provided in these online sessions in line with the University's SSSLA.

This learning strategy will allow for the acquisition of subject specific skills, both practical and intellectual. A key mechanism for this will be the way in which students will be able to engage with history/heritage professionals. This will be facilitated through visiting speakers on campus, visits to archival and museum settings and in particular student involvement in public history settings through the placement element.

Learning will be supported through individual timetabled tutorials throughout the programme. These will be offered either on campus or online to suit.

The dissertation stage will also be managed through a combination of scheduled in-person and online tutorials supplemented by group meeting and group workshops. This will encourage peer supported learning and help students to set and meet research goals.

10 The Wrexham Glyndŵr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies. The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

11 Work based/placement learning statement

The MA encourages students to reflect on the relationship between academic history and the way in which it is communicated to the wider public. In particular, the module 'Public History and Heritage' has been designed with this in mind. The module is informed by the precepts of the *QAA Code of Practice for work-based and placement learning*. As part of the module, all students will have an opportunity to spend up to 25 hours in a specific venue: library, Museum, National Trust property etc. (either in a block of time or over a period of weeks with times negotiated between the student, Glyndŵr academic staff and the placement providers). The History department has been running student placements since 2010 as part of its BA provision and, in that time, has built up strong connections with several appropriate providers. Risk assessments are completed prior to the start of the placements and students receive formal written approval before commencing this work.

In addition to the above and in line with increased flexibility and accessibility there will also be the opportunity to engage with placement providers on a virtual platform. Students can act as 'virtual volunteers' and carry out some or all of the placement hours in this way.

Students will have the opportunity to work on a range of projects in the workplace: transcription of historical documents, constructing exhibitions, organising educational workshops etc. This experiential learning in a professional setting will be captured in a portfolio. Although students will be supported by staff at the placement, academic work will be monitored, marked and graded by tutors at Glyndŵr.

12 Welsh medium provision

The programme will be delivered through the medium of English. The programme team is able to offer students tutorials and general feedback through the medium of Welsh and in line with University policy all assessments can be submitted in Welsh. Students will be encouraged to engage with the work and opportunities offered by the Coleg Cymraeg Cenedlaethol (https://www.colegcymraeg.ac.uk). In addition there are several placement locations which can offer both Welsh-medium and bilingual projects for experiential and assessment purposes.

13 Assessment strategy

The assessment strategy has been designed in accordance with Wrexham Glyndŵr University's regulations and the guidance provided in relation to the Active Learning Framework (ALF) and Strategy for Supporting Student Learning and Achievement (SSSLA).

The key to the strategy for this Master's programme is to ensure diversity and accessibility as crucial to the learning process. Formative assessment is integrated into module delivery and constitutes a significant aspect of in-class and online activity. For example debates around source material, current controversies and specific learning tasks will 'facilitate motivated and supported engagement with learning opportunities' (SSSLA Action Plan). Informal formative feedback also takes place in individual tutorials and group workshops to provide students with opportunities for reflection on progress and practice.

Summative assessment is linked to individual module learning outcomes. Students are provided with full details of assessment criteria at the start of each module. Varied assessment strategies are employed to test students' knowledge, analytical skills and levels of communication. In line with the general aims of the programme the main body of assessed work comprises individual research projects. These promote the understanding of and the ability to handle primary source material underpinned by specialised secondary literature.

The communication and presentation of this summative assessment is varied and ranges from traditional written exposition to the use of appropriate technology to curate virtual exhibitions and undertake topographical study. This will make full use of the Virtual learning Environment in line with the HEA *Transforming Assessment in HE* agenda.

The final taught module 'Research Practice and Projects' is deliberately designed to provide a platform for the dissertation. Students consider the choice of an appropriate dissertation subject and investigate the availability of source material. Whilst acting as a stepping stone for the dissertation, this testing of research ideas also gives all students the opportunity to reflect on the nature of practical historical issues and research methodologies. This is a vital way of encouraging student engagement in their own assessment literacy and especially 'the ability to select and apply appropriate approaches to assessment tasks (HEA *Transforming Assessment in HE agenda*).

Module code & title	Assessment type and weighting	Indicative submission date
HUM706 History Today: Sources & Approaches	Coursework 100%	Week 7, Semester 1
HUM707 Social and Cultural Identity	Coursework 100%	Week 13, Semester 1
HUM708 Public History & Heritage	Portfolio 100%	Week 13, Semester 2
HUM709 Research Practice & Projects	Oral Presentation 30% Written Assignment 70%	Week 12, Semester 2 Week 13, Semester 2
HUM710 Dissertation	Dissertation/Project 100%	Week 14, Semester 3

14 Assessment and Award Regulations

Restrictions for trailing modules (Taught Masters)

N/A

15 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

16 Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments. Glyndŵr Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/.

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. Students have the opportunity to meet their Personal Tutor three times a year: October, January and May. Scheduled slots are made available to students to book through the VLE, maximising flexibility on days and times. Further sessions can be arranged as required.

Academic Support: Students are offered on-going academic support through scheduled tutorials. Students will also be instructed in the use of the VLE for further academic support. There is also a named Digital Learning Support Officer to guide students through their learning journey.

17 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information:

https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/