Programme Specification ARO 034a

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>n/a</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Historical Research</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>MRes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts and Humanities</td>
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<tr>
<td>Division (if applicable)</td>
<td>History &amp; Politics</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td></td>
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<tr>
<td>Programme Code</td>
<td>TXX47-HTR</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☑ Part Time ☒</td>
</tr>
<tr>
<td></td>
<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☒ International ☐ Where:</td>
</tr>
<tr>
<td></td>
<td>Online ☐ Blended ☐</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September X ☐ January ☐ Other ☐</td>
</tr>
<tr>
<td></td>
<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>Full-time: 12 months. Part-time: 24 months</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>90</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td>n/a</td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>n/a</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Dr Jim Smyth</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Dr Jim Smyth</td>
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<tr>
<td>Programme Approved</td>
<td></td>
</tr>
<tr>
<td>Last Updated</td>
<td></td>
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Section 2 Overview
PROGRAMME SUMMARY

The MRes offers students the opportunity to undertake a piece of original research. While following their own enthusiasm students must have an appropriate supervisor for their project. Delivery of the MRes is mostly through one to one supervisory sessions. As such the programme is designed to provide students with a valuable qualification in its own right, to enable students to become well-trained historians and to demonstrate their fitness to undertake research to doctoral level.

There are three historically specific modules: Historiography; Sources & Methods; and the Dissertation. Alongside these there are two general arts training modules (ARTPP01 and ARTPP02) which provide the opportunity for students to gain additional generic and subject-specific skills. There is in addition a University week long intensive skills training programme in December and a History & Politics research symposium in early summer at which MRes students are expected to give a short presentation on their research.

Key Features of the Programme
You will be supervised by experience and committed staff who are expert in their fields of study. The programme enhances your own independent research skills. All potential supervisors are engaged in high quality research and publish their findings with leading academic publishers and prestigious historical journals. You will be part of a thriving academic community with a rich research culture across a variety of academic disciplines. You will develop abilities that are transferable to a wide range of jobs where there is a premium on skilled researchers and innovative thinkers.

PROGRAMME AIMS

On successful completion of this programme, you should be able to:

1. Exhibit a full and detailed knowledge of your chosen topic.
2. Have developed the skills necessary for undertaking original research.
3. Write a sustained piece of research which includes persuasive argument over the course of a lengthy document (20,000 - 22,000 words).
4. go on to a PhD if you so choose.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you should be able to:

1. Demonstrate your knowledge and understanding of the principles and methods of historical enquiry.
2. Critically evaluate and use primary source material.
3. Demonstrate in-depth knowledge of your own field of study.
4. Demonstrate an understanding of historical process and its value in interpreting and understanding events both in the past and present.
5. Apply research skills to your chosen project.
6. Apply IT in information retrieval.
7. Deploy written and oral communication skills.
8. Design a project involving the conceptualization of research questions and the presentation of supporting evidence.
9. Produce a sustained piece of research and in writing a sustained, persuasive argument over the course of a lengthy document (20,000 - 22,000 words).
Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes.

1. Write persuasively.
2. Present your own findings to an audience.
3. Co-ordinate the provision of additional or external skills training.
4. Apply qualitative and quantitative analysis where necessary.

Values and Attitudes:
1. Acceptance, equality and inclusivity
2. An ability to take into account human cultural diversity both in the wider context and in recognition of social value and authenticity in a historical context.
3. Make decisions regarding ethical issues related to dealing with human privacy, rights and values.
4. Attribute the provenance and inspiration of the information and arguments that you use to develop your own ideas (avoiding plagiarism).
5. A professional attitude towards academic study and the ethical behaviour it entails.

HOW WILL I LEARN?
Outline of the teaching methods and approach to be used on the programme.

Teaching is delivered through one to one supervision with a designated supervisor. You will be appointed a principal supervisor and a second supervisor. You will meet regularly with your supervisor (at least once a month) to discuss your research and progress. You are expected to submit drafts of your written work and to meet with your supervisor for both written and verbal feedback.

The programme provides you with a substantial understanding of your chosen research topic, including a thorough grasp of the existing literature, relevant historiographical approaches and issues, and available source materials. You will be given particular training in a particular skill relevant to your research project in the sources & methods module. This may be history-linked, such as Latin or palaeography. The skills taught in the sources & methods module may, however, be more generic, such as proficiency in an IT process (e.g. database creation and management), statistics, or a modern language.

The research training week trains you in the specific utility of IT resources to historians. The research skills training week and the postgraduate symposium will train you in writing research proposals and grant applications, and in preparing and delivering seminar and conference papers. The postgraduate symposium gives you experience in presenting your own work to a wider academic audience.

Your dissertation should not exceed 22,000 words (excluding appendices) without the permission of the Course Director. It must be submitted by a date determined by the Course Director in consultation with your supervisor. Normally this date will be within 12 months of the beginning of the course of study in the case of full-time candidates, or 24 months in the case of part-time candidates.

Historical Research (M.Res. and Postgraduate Certificate)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title, Content</th>
<th>Availability, Module Co-ordinator</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTRP11</td>
<td>Historiography</td>
<td>Autumn</td>
<td>100% coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr J.J. Smyth</td>
<td></td>
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<tr>
<td>HTRP12</td>
<td>Sources and Methods</td>
<td>Spring</td>
<td>See note*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr J.J. Smyth</td>
<td></td>
</tr>
<tr>
<td>HTRP03</td>
<td>Dissertation</td>
<td>Spring and summer</td>
<td>100% coursework</td>
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<tr>
<td></td>
<td></td>
<td>Dr J.J. Smyth</td>
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</tbody>
</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria
Your work for the MRes is expected to show:

- range and depth of attainment of all intended learning outcomes
- command of a comprehensive range of relevant materials, including primary sources where pertinent.
- analysis and synthesis at an advanced level, combined with engagement with and critique of the historiography, the primary sources and, where relevant, theoretical approaches.
- evidence of originality of thought and/or creativity, and also the ability to develop a highly systematic and logical or insightful argument with clarity in communication.

• The University Common Grading Scheme is used to assess performance in the modules and in the dissertation. Modules that are taught wholly or in part in other universities may have their own grading schemes but, for the purposes of the M.Res. and the Postgraduate Certificate, grades will be recorded according to the University Common Grading Scheme. Assessment of module 1 is based on coursework. Assessment of module 2 is by coursework, including tests as specified by the student’s supervisor.

Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules and students are expected to discuss their work with their appointed supervisor. These one to one meetings provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; [http://www.stir.ac.uk/academicpolicy/handbook/assessment/](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)

Assessment Regulations

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:
[Postgraduate – Taught](#)

WHAT WILL I STUDY?

Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.
[Postgraduate](#)

Full-time

Total year 1 credit value = 180
Compulsory credits = 140
Option credits = 40
### Part-time Year 1

- **Spring**
  - 20 credits from: ARTPP01 - Training for Masters in the Arts and Humanities (20)*
  - HTRPP11 - Historiography (20)¹
  - HTRPP12 - Sources and Methods for Masters in Research (20)²
  - HTRPP03 Dissertation (100)

- **Summer**
  - HTRPP03 Dissertation (100)

### Part-time Year 2

- **Autumn**
  - HTRPP11 - Historiography (20)¹

- **Spring**
  - 20 credits from: ARTPP02 - Training for Masters in the Arts and Humanities 2 (20)*
  - HTRPP12 - Sources and Methods (PT) (20)²

- **Summer**
  - HTRPP13 - Dissertation for Masters of Research (cont.) (100)

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*If they wish, and in discussion with the Programme Director and their Supervisor, students can substitute Training for Masters in the Arts and Humanities for a module in the MSc in Applied Social Research, such as ASRP004 Quantitative Data Analysis or ASRP005 Qualitative Data Analysis, also worth 20 credits.

¹ required for MRes in Historical Research – continues and assessment submitted in spring semester

² required for MRes in Historical Research – continues and assessment submitted in summer semester

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**READING LIST**
Required and Recommended Reading for the Programme
Given the individual nature of each student’s intended project and the research-oriented approach, all reading lists are specific. In preparing their research project with their intended supervisor all applicants are expected to provide an indicative bibliography of their subject as part of their research proposal.

Section 3 Student Support

**SUPPORT FOR STUDENT LEARNING**

**Induction**
You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme. There will be an opportunity to meet with the Programme Director and other MRes students in September for an informal session.

**Study Skills Support**
Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What SLS are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

**STEER**
STEER is a University-wide peer support scheme linking in returning student “Captains” with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

**Stirling Graduate School**
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)
Academic and Pastoral Support

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: [http://www.stir.ac.uk/campus-life/support-and-wellbeing/](http://www.stir.ac.uk/campus-life/support-and-wellbeing/)

**Student Union:** you can also access support through the Students’ Union, more information can be found here: [https://www.stirlingstudentsunion.com/representation/studentsupport/](https://www.stirlingstudentsunion.com/representation/studentsupport/)

**Accessibility and Inclusion (A&I)**
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)

**Learning Resources**
You can find out more about the resources available to support your learning here: [http://www.stir.ac.uk/campus-life/learning-support/](http://www.stir.ac.uk/campus-life/learning-support/)

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Section 4 Programme Evaluation and Enhancement

**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: [http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/](http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/)

**Programme Review**
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/](http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/)

**External Examiner(s).**
Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?

The MRes will enhance continuing professional development, particularly in academic research, teaching, journalism, marketing, and heritage management.

Graduate Attributes

Through studying your degree programme you will become a subject specialist, with in-depth knowledge, understanding and skills associated with their discipline. Our ambition is that you will also be confident, aspirational graduates with the right skills and attitudes to connect; innovate and transform. On this programme you will have the opportunity to become:

Connected

With your discipline knowledge, understanding and skills with a range of complex real world issues
with contributions from alumni, private, public and third sector to develop your employability skills e.g through employability events and skills week
with knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions
and work in an inclusive learning community and with the wider community
and communicate effectively through digital and other media

(Add ‘X’ to those that are relevant):

Innovative

through active and ethical research
through using the latest global research and new technologies to develop new understandings and creative solutions
through independent critical and reflective thinking
through identifying opportunities to improve what you do and taking action

Free text:

Transformative

through your intellectual and cultural passion and excellence
through sharing new perspectives and broadening horizons
through being professional, adaptable and resilient and equipped to succeed in the global market place
through being an active global citizen who is socially, culturally, and environmentally aware.
### WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
N/A

### WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
N/A

### WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?

The MRes is widely acknowledged in the UK and abroad as an excellent preparation for further research and study at doctoral level.

### WHAT OTHER INFORMATION DO I NEED TO KNOW?
N/A

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**Section 6 Admissions**

### HOW DO I ENTER THE PROGRAMME?

A minimum of a second class Honours degree (2.1 preferred) or equivalent in a relevant subject. Applicants without these formal qualifications but with significant appropriate/relevant work/life experience are encouraged to apply.

Research proposal required (1,500 word maximum) to be written in consultation with your likely supervisor.

If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.5 with 6.0 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade B
- Pearson Test of English (Academic): 60 with 56 in each component
- IBT TOEFL: 90 with no subtest less than 20

For more information go to [English language requirements](#).

If you don’t meet the required score you may be able to register for one of our pre-sessional English courses. To register you must hold a conditional offer for your course and have an IELTS score 0.5 or 1.0 below the required standard. [View our range of pre-sessional courses](#).