

# Programme Specification: Post Graduate Taught

## For Academic Year 2025/26

### 1. Course Summary

<b>Names of programme and award title(s)</b>	MA History
<b>Award type</b>	Taught Masters
<b>Mode of study</b>	Full-time Modular Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	1 year full-time or 2 years part-time Entry points: September
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	n/a
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Full-time fee for 2025/26 is £10,100</p> <p>Part-time fee for 2025/26 is £5,600*</p> <p><b>International students:</b></p> <p>Fee for 2025/26 is £16,600</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\*We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

### 2. Overview of the Programme

History is the study of the attempts of human beings in past societies, from the earliest times to the very recent past, to organise life materially and conceptually, individually and collectively. Studying the past widens our experience and develops qualities of perception and judgement. History can help understand the present, plan for the future, understand our selves, and our places within human history. We take it as self-evident that knowledge and understanding of the past are essential both to individuals and to wider society, and that an understanding of societies in the distant past is as relevant as that of more recent History. The MA in History at Keele is founded upon these core principles. The range of material covered in its programmes extends in chronological terms from the Middle Ages to the present day, and offers a broad geographical coverage from England to Europe, Asia and Africa. We also place great emphasis upon exploring the insights offered by other disciplines, as well as on using up-to-date methods and techniques for studying historical, historiographical and methodological issues.

The Keele History MA is designed for you if you are wanting to boost your skills and enhance your employability for a wide range of careers in many sectors; if you are hoping to go on to a PhD in History or allied subject; or if you are simply curious about studying the past at postgraduate level.

### 3. Aims of the programme

The broad aims of the programme are to enable you to:

- Understand historical change over time and the nature of human societies in the past.
- Develop the ability to construct a historical argument, and to present this coherently, economically and elegantly with the appropriate supporting evidence
- Deepen your historical knowledge of a variety of periods, places, topics and themes.
- Evaluate and critically assess a range of different kinds of primary sources and to use them appropriately in the development of historical analysis relevant at Masters Level.
- Evaluate and critically assess secondary sources and historiographical debates, and to use them appropriately in the development of historical analysis relevant at Masters Level.
- Develop the ability to research, plan and write a substantial independent project.
- Work both constructively and critically, by yourself and as part of a team, to deliver specific projects.
- Develop research skills commensurate with postgraduate study in the field of History.
- Reflect productively on your strengths, weaknesses, and methods of learning.

The principal purpose of the MA History programme is to familiarise you with a variety of historical periods, historiographical perspectives and approaches, whether you are looking to develop your skills and employment prospects, hoping to go on to PhD study, or simply curious about the past. It will also equip you with the tools to undertake independent research in your chosen area. It offers you the opportunity to choose from a range of option modules. The MA will equip you to excel in any career within which critical thinking, communications skills, and the gathering, assessment and analysis of data and evidence is important. This may include a wide range of careers in both the public and private sectors, for example (but not limited to) the law, teaching, libraries, archives, museums, the civil service, journalism, politics, research for charities, NGOs, government bodies, or think tanks, broadcasting, advertising or continued research at PhD level.

### 4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Students who complete the MA in History will be able to:

- Demonstrate knowledge of the complexities of selected historical trends and issues from different historical periods.
- Explore and analyse a breadth of historical knowledge, spanning eras, continents, cultures and varieties of History (political, social, cultural, religious, gendered, etc).
- Critically evaluate different approaches to History and the range of skills and methods employed in its pursuit.
- Evaluate historical evidence, arguments and assumptions.
- Recognise some of the uses and abuses of History.
- Construct clear persuasive arguments using advanced literacy and communication skills, and be able to harness these skills in appropriate contexts, and for a range of audiences, through oral presentation and in writing.
- Manage time and resources effectively.

#### Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

### 5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Seminars, wherein key issues can be discussed in depth. Students are expected to play a full part, and occasionally to lead, these discussions. Some seminars may consist largely of student presentations, where they will be asked to reflect on how particular historiographical or methodological approaches illuminate a particular historical topic and how such approaches can be applied to a range of textual and non-textual primary sources.
- Workshops in research and professional skills where students discuss and reflect on a range of techniques, including archival work and utilising historical databases online, and how to apply for research-based jobs.
- One-on-one time with the MA director, their Academic Mentor and their dissertation supervisor, to discuss their specific research and writing plans.
- Focused group work and collective class discussions.
- Independent study based on directed reading from primary sources, methodological and historiographical texts, research monographs, academic journals, and historical databases online.
- Web-based learning using the Keele Learning Environment (KLE). The KLE is accessible to all students on and off campus and is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions and blogs. The KLE is an online learning environment that provides a range of tools to support students including access to documents and other resources, quizzes, discussion boards, assignments and announcements.
- In the case of the dissertation module, the opportunity to undertake a piece of advanced, independent research supervised and supported by a member of staff with expertise in the area.
- In addition to these formal activities, students are provided with regular opportunities to talk through particular areas of difficulty, and any particular learning needs they may have, with their Academic Mentor and their dissertation supervisors on a one-to-one basis.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Independent learning is vital to the successful study of History, where of necessity considerable time is spent in archives (or in archival research via the Internet). It provides students with the requisite time and space in which to conduct research, to read critically and to develop critical analyses of historical change and continuity. Prior independent study is central to effective work in seminars and workshops.
- Seminars and workshops provide opportunities for students to ask questions about the interpretation and analysis of historical documents, their meaning and their historiographical interpretations, and to present their own ideas to members of staff and other students using an appropriate medium of communication. This also provides useful space to work as a group in a more collaborative setting.
- Undertaking an advanced research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible strategy for answering them.
- Throughout, students will be developing their writing, researching, and wider communications skills, both through formal assessment, class discussion, personal contact with members of staff, and through utilising different forms of technology.

## 6. Teaching Staff

All modules offered are taught by staff who are research active and experts in their fields with a commitment to lively and innovative teaching methods. The permanent teaching staff on the History Programme and the wider School of Humanities can be found at <https://www.keele.ac.uk/humanities/ourpeople/>. All current members of staff have doctorates (PhDs or equivalent) in History or a related discipline. All are active researchers and experienced teachers whose work has been widely published in books and leading international journals. Several are Fellows or Associate Fellows of the Higher Education Academy.

In the most recent government-run assessment of research, the REF 2021, 84% of History's research was judged to be in the top two categories of 'World Leading' [3\*] and 'Internationally Excellent' [4\*] and History was ranked 6th in UK History departments for outputs. Keele historians are enthusiastic, reflective and ambitious scholars whose expertise ranges in time from the eleventh century to the very recent past, and in place from the immediate environment of the north midlands to continental Europe, the United States, Asia and Africa. We have further shared interests in the history of political violence, social movements, migration, memory, gender, religion, local history, and print culture. Our members include American historians, whose work is supported by the successful [David Bruce Centre](#). The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme

depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. What is the structure of the programme?

The MA History consists of 180 credits, which can be completed either full-time over 12 months, or part-time over 24 months. Students can commence the programme in either September or January. The programme covers three semesters: Semester 1 (September-January); Semester 2 (January-June); Semester 3 (June-September).

Some modules are compulsory for all students; others are optional modules. Students must take one of the two dissertation options. Each module is usually a self-contained unit of study, assessed separately, with the award of credits based on 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

Year	Compulsory	Optional	
		Min	Max
Level 7	30	150	150

### Module Lists

#### Level 7

Compulsory modules	Module Code	Credits	Period
The Theory and Practice of Historical Research	HIS-40092	30	Semester 1

Optional modules	Module Code	Credits	Period
Research Methods in the Humanities, Media, and Creative Arts	GRT-40030	15	Semester 1
Subject Specialism 1	HIS-40086	15	Semester 1
Work Placement for Humanities Postgraduates	ENG-40057	30	Semester 1-2
Reflective Practice in the Humanities, Media, and Creative Arts	GRT-40032	15	Semester 2
Subject Specialism 2	HIS-40088	15	Semester 2
Professional Practice for History	HIS-40090	30	Semester 2
Qualitative and Quantitative Methodologies in Social Science	SOC-40020	30	Semester 2
The American South: US Summer School (Level 7)	LIB-40004	30	Semester 2-3
Dissertation - History 90	HIS-40009	90	Year
Dissertation - History	HIS-40028	60	Year

#### Level 7 Module Rules

Continuing Keele University students will not be permitted to study enhanced versions of modules that they have already studied at undergraduate level.

Students are required to take two 15 credit research training modules. These would normally be GRT-40030 and GRT-40032. If students require specific Social Science research training, they may, in consultation with their supervisor, instead select SOC-40020 Qualitative and Quantitative Methodologies in Social Science.

Students must select one of the two dissertation modules, HIS-40009 or HIS-40028.

## STRUCTURE DIAGRAMS

### September intake

#### Full-Time Structure

Semester 1	Semester 2	Semester 3
HIS-40028 OR HIS-40009 Dissertation (60 OR 90 credits)		
HIS-40092 The Theory and Practice of Historical Research (30)	Optional: HIS-40090 Professional Practice for History (30)	
GRT-40030 Research Skills (15)*	GRT-40032 Reflective Practice (15)*	
Optional: HIS-40086 Subject Specialism 1 (15)	Optional: HIS-40088 Subject Specialism 2 (15)	
Optional: ENG-40057 Work Placement (30)		
	Optional: LIB-40004 Summer School (15)	

#### Part-Time Structure\*\*

Year One		
Semester 1	Semester 2	Semester 3
HIS-40092 The Theory and Practice of Historical Research (30)	Optional: HIS-40090 Professional Practice for History (30)	
Optional: HIS-40086 Subject Specialism 1 (15)	Optional: HIS-40088 Subject Specialism 2 (15)	
Optional: ENG-40057 Work Placement (30)		
	Optional: LIB-40004 Summer School (15)	
Year Two		
Semester 1	Semester 2	Semester 3
HIS-40028 OR HIS-40009 Dissertation (60 OR 90)		
GRT-40030 Research Skills (15)*	GRT-40032 Reflective Practice (15)*	

\* Students have the option of taking a 30-credit Social Science Research Training modules in place of the two Humanities Research Training modules where this is a better fit for their research topic. This will be determined on a case-by-case basis through discussions with the student, their supervisor(s), and the PGT Lead for History.

\*\* The order in which a part-time student takes their modules may be altered by agreement with the course lead.

### January starts

Students can opt to begin this programme in January, in which case the above structures would be altered to begin with Semester 2 in January-June.

Students who start in January full-time would take GRT-40032 first. When they take their option(s) depends on what they choose. They take GRT-40030 and HIS-40092 from September-January. Their project is year-long.

Students who start in January part-time take GRT-40032, GRT-40030, and HIS-40092, and begin their project, in the first twelve months. In the second twelve months they take their optional modules and complete their project.

January starting students who wish to take ENG-40057 may do so - the bulk of the module takes place in semester 2 and catch-up sessions will be organised for them to complete the semester 1 introductory material.

## STRUCTURE DIAGRAMS

### January intake

#### Full-Time Structure

Semester 2	Semester 3	Semester 1
HIS-40028 OR HIS-40009 Dissertation (60 OR 90 credits)		
Optional: HIS-40090 Professional Practice for History (30)		HIS-40092 The Theory and Practice of Historical Research (30)
GRT-40032 Reflective Practice (15)*		GRT-40030 Research Skills (15)*
Optional: HIS-40088 Subject Specialism 2 (15)		Optional: HIS-40086 Subject Specialism 1 (15)
Optional: ENG-40057 Work Placement (30)		
Optional: LIB-40004 Summer School (15)		

#### Part-Time Structure\*\*

Year One		
Semester 2	Semester 3	Semester 1
GRT-40032 Reflective Practice (15)*		HIS-40092 The Theory and Practice of Historical Research (30)
Optional: ENG-40057 Work Placement (30)		GRT-40030 Research Skills (15)*
	HIS-40028 OR HIS-40009 Dissertation (60 OR 90) (started)	
Year Two		
Semester 2	Semester 3	Semester 1
Optional: HIS-40090 Professional Practice for History (30)		Optional: HIS-40086 Subject Specialism 1 (15)
Optional: HIS-40088 Subject Specialism 2 (15)		
Optional: LIB-40004 Summer School (15)		
HIS-40028 OR HIS-40009 Dissertation (60 OR 90) (continued)		

### Modular study

It is possible to register for and study individual modules, accumulating degree credits by taking individual modules over a period of maximum of five years.

## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

## Level 7

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Critically evaluate the themes and historiographical background of a detailed theme or focussed period of History in a highly reflective manner, demonstrating verbal, organizational, intellectual, and reflective skills	Subject Specialism 1 - HIS-40086 Subject Specialism 2 - HIS-40088 Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028
Critically evaluate a range of historiographical and methodological perspectives affecting History	Dissertation - History 90 - HIS-40009 The Theory and Practice of Historical Research - HIS-40092 Dissertation - History - HIS-40028
Critically consider the ways historiography has developed over time, within their historical contexts and in relation to each other, as well as insight into their critical claims and priorities.	The Theory and Practice of Historical Research - HIS-40092 Subject Specialism 1 - HIS-40086 Subject Specialism 2 - HIS-40088

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Read critically and assess primary materials and to judge their historical significance in a highly reflective manner, demonstrating a deep understanding of the historical and intellectual context	Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028
Locate and critically assess the relevance and usefulness of primary and secondary sources	Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028
Formulate a question or series of questions to answer an historical problem	Dissertation - History - HIS-40028 Subject Specialism 2 - HIS-40088 Dissertation - History 90 - HIS-40009 Subject Specialism 1 - HIS-40086
Reflect critically on the place of a specific research topic within wider debates in the discipline	The Theory and Practice of Historical Research - HIS-40092 Dissertation - History 90 - HIS-40009 Reflective Practice in the Humanities, Media, and Creative Arts - GRT-40032
Evaluate critically current research and advanced scholarship in the field of History	The Theory and Practice of Historical Research - HIS-40092

<b>Intellectual skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Plan and construct a substantial independent research project in History	Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028
Undertake extensive research	Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028
Demonstrate the ability to make innovative findings and connections in research	Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028
Make decisions and plan activity in response to developing contexts	Dissertation - History - HIS-40028 Dissertation - History 90 - HIS-40009 Professional Practice for History - HIS-40090
Design and complete a research project and demonstrate a knowledge of the importance of the research process	Dissertation - History - HIS-40028 Dissertation - History 90 - HIS-40009
Demonstrate a knowledge of literature collection and analysis	The Theory and Practice of Historical Research - HIS-40092

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Engage in a research culture commensurate with postgraduate study	The Theory and Practice of Historical Research - HIS-40092
Communicate the research process and research findings to diverse audiences using a variety of written, oral and visual means	Subject Specialism 1 - HIS-40086 Subject Specialism 2 - HIS-40088 Dissertation - History - HIS-40028 Professional Practice for History - HIS-40090
Work productively to an advanced level in a largely unstructured context exercising initiative and personal responsibility	Dissertation - History 90 - HIS-40009 Dissertation - History - HIS-40028 Work Placement for Humanities Postgraduates - ENG-40057
Undertake appropriate further training of an academic, professional, or practical nature (for example school teachers)	Dissertation - History - HIS-40028 Work Placement for Humanities Postgraduates - ENG-40057 Research Methods in the Humanities, Media, and Creative Arts - GRT-40030
Reflect critically on their own mode of study and learning, and the development of research topics	Reflective Practice in the Humanities, Media, and Creative Arts - GRT-40032 Work Placement for Humanities Postgraduates - ENG-40057

## 8. Final and intermediate awards



<b>Master's Degree</b>	180 credits	To be awarded a Master's Degree in History, a student normally requires a total of at least 180 credits. This will be made up of 120 credits for the taught modules and 60 credits for the dissertation (or, in the case of a student selecting the 90-credit dissertation, it will be made up of 90 credits for the taught modules and 90 credits for the dissertation).
<b>Postgraduate Diploma</b>	120 credits	To be awarded a Diploma in Higher Education, a student normally requires a total of at least 120 credits, all taken from taught modules
<b>Postgraduate Certificate</b>	60 credits	To be awarded a Postgraduate Certificate a student requires a total of at least 60 credits from taught modules.

## 9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Essays** test the quality and application of subject knowledge. They allow students to demonstrate their ability to carry out bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using appropriate systems of referencing.
- **Annotated Bibliographies** test students' ability to analyse and evaluate critically a range of secondary literature and primary source materials with a view towards specific areas of research.
- **Project Outlines** test students' ability to plan, prepare, and structure a viable research project. They also test the students' knowledge of relevant and important areas of research within History, and assess the originality and impact of certain areas of research to the field.
- **Reflective Diaries** test students' ability to engage self-reflexively with their study and practice within their field. They encourage students to develop a critical engagement with their modes and practices of study, learning and development of research topics.
- **Oral presentations**, assess students' subject knowledge and understanding. Where applicable, they also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Dissertations** test students' ability to carry out independent research and communicate findings in an extended piece of written work following recognised academic standards of presentation.
- **Critical editions** test students' abilities to analyse original sources, place them in historical and scholarly context, read closely and in depth original texts, and present their ideas in a scholarly format.
- **Lesson plans** test students' abilities to identify the key points of a topic, plan engaging learning activities, and communicate ideas to different audiences.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Students are also assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Formative assessment is not formally marked. The exact form varies between modules, but can include preparing presentations or short pieces of written analysis for class discussion or even writing a CV for future job applications. Feedback, including guidance on how students can improve the quality of their work, is also provided on all summative assessments and more informally in the course of tutorial and seminar discussions.

## 10. Accreditation

This programme does not have accreditation from an external body.

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed

in an Annex at the end of this document titled 'Programme-specific regulations'.

## **12. What are the typical admission requirements for the Programme?**

See the relevant course page on the website for the admission requirements relevant to this programme:  
<https://www.keele.ac.uk/study/>

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Course Director. The University's guidelines on this can be found here:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

## **13. How are students supported on the programme?**

Each student is allocated a member of the teaching staff in the School of Humanities as their Academic Mentor. Meetings are arranged to meet with their tutor at the start of their programme and then periodically to review overall progress. Module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments. Students can also consult their Academic Mentor, module tutors, or dissertation supervisor about any feedback or any academic issue about which they require further clarification. Additional help with University level study skills is available from the Academic and Digital Skills team (<https://www.keele.ac.uk/library/academicskills/>). All members of teaching staff on the History MA Programme are available to see students during advertised weekly office hours and at other times by appointment.

## **14. Learning Resources**

History is taught in modern teaching rooms across the University, equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups. One-on-one sessions will normally be held in the staff member's office.

Self-study materials, which comprise mainly primary and secondary sources available in the university library and online. Keele University Library has many resources for your subject, both on campus and online. Some inter-library loans are also possible, although you may need to travel elsewhere in the UK to access rare primary sources. This can be discussed with your dissertation supervisor to ensure the feasibility of any research plans.

Further information about the library can be found at: <http://www.keele.ac.uk/library>. To access online library services off campus you will need your Keele University log-in credentials. IT Services is located in the library building, providing technical support, and there is a large number of open access PCs available for students. All student PCs use a standard platform, which includes software such as Microsoft Office, web browsers, and other standard applications you may need. Printing facilities are available in the library building.

The Keele Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources - video, audio and text-based - accessible from external providers via the internet.

Special support is available if material is needed in braille, large print, or some other format, or if extra support is needed in relation to conditions such as dyslexia. It is a good idea to discuss any special requirements with your Academic Mentor at the start of the year, which can be kept confidential.

## **15. Other Learning Opportunities**

Students will be encouraged to engage in the postgraduate research culture promoted at Keele. They will be invited to Postgraduate meetings and research seminars hosted within the Faculty of Humanities and Social Sciences. The Keele Postgraduate Association (<http://kpa.org.uk/>) often hosts events, and provides some hardship funding. Students will be notified of relevant events by email and the KLE.

## **16. Additional Costs**

As to be expected there will be additional costs for inter-library loans. There may also be additional costs for travel to archives if you choose a dissertation topic that requires visits to remote archives. We do not anticipate any further costs for this programme.

## **17. Quality management and enhancement**

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.

- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

**a.** UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

**b.** QAA Subject Benchmark Statement, History: <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/history>

**c.** Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

**d.** *Creating a New Historical Perspective: EU and the Wider World, The CLIOHWORLD Guide I & II*, The Tuning History Subject Area Group, 2011

## Version History

### This document

**Date Approved:** 12 June 2025

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	SHALINI SHARMA	10 June 2024	
1	2023/24	KRISTEN BRILL	17 April 2023	
1	2022/23	KRISTEN BRILL	16 June 2022	
1	2021/22	KATHLEEN CUSHING	03 May 2022	
1	2020/21	KATHLEEN CUSHING	03 May 2022	