Programme Specification: Post Graduate Taught

For students starting in Academic Year 2022/23

1. Course Summary

Names of programme and award title(s)	MA History
Award type	Taught Masters
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Full-time fee for 2022/23 is £8,400 Part-time fee for 2022/23 is £4,600* **International students:** Fee for 2022/23 is £16,800

***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 earlier 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.

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 students with a variety of historical periods, historiographical perspectives and approaches. It will also equip students with the tools to undertake independent research in their chosen area. It offers students the opportunity to choose from a wide range of option modules whilst also maintaining a central coherence through dedicated core modules. These will equip students 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

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: http://www.keele.ac.uk/journey/

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 skills where students discuss and reflect on a range of research 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 personal tutor 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 personal tutor 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 Personal Tutors 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 can be found at https://www.keele.ac.uk/humanities/study/history/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 2014, 82% of our research was judged to be in the top two categories of 'World Leading' [3*] and 'Internationally Excellent' [4*]. 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 support a long-standing, flourishing Centre for Local History, and have further shared interests in the history of political violence, social movements, migration, gender, religion 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?

Information about the programme structure can be found below:

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	120	60	60	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Approaches to historical research	HIS-40002	30	Semester 1
Research Skills in the Humanities	HIS-40017	15	Semester 1
Reflective Practice in the Humanities	HIS-40016	15	Semester 2
Dissertation - History	HIS-40028	60	Semester 3

Optional modules	Module Code	Credits	Period
Subject Specialism I	HIS-40080	30	Semester 1
Work Placement for Humanities Postgraduates	ENG-40057	30	Semester 2
Subject Specialism 2	HIS-40082	30	Semester 2

The course structure for part-time students is by negotiation with the Course Director, though usually part-time students are expected to take the two option modules in the first year and the four compulsory modules in the second year.

Students must take optional modules as follows:

Semester 1: HIS-40081 Subject Specialism I

Semester 2: Either ENG-40057 Work Placement, or HIS-40082 Subject Specialism II

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	Reflective Practice in the Humanities - HIS-40016 Dissertation - History - HIS-40028 Approaches to historical research - HIS-40002 Research Skills in the Humanities - HIS-40017
Critically evaluate a range of historiographical and methodological perspectives affecting History	Reflective Practice in the Humanities - HIS-40016 Dissertation - History - HIS-40028 Approaches to historical research - HIS-40002
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.	Approaches to historical research - HIS-40002

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	Approaches to historical research - HIS-40002 Research Skills in the Humanities - HIS-40017 Dissertation - History - HIS-40028
Locate and critically assess the relevance and usefulness of primary and secondary sources	Approaches to historical research - HIS-40002 Dissertation - History - HIS-40028 Research Skills in the Humanities - HIS-40017
Formulate a question or series of questions to answer an historical problem	Dissertation - History - HIS-40028 Research Skills in the Humanities - HIS-40017
Reflect critically on the place of a specific research topic within wider debates in the discipline	Reflective Practice in the Humanities - HIS-40016 Approaches to historical research - HIS-40002 Dissertation - History - HIS-40028
Evaluate critically current research and advanced scholarship in the field of History	Dissertation - History - HIS-40028 Approaches to historical research - HIS-40002

Intellectual skills	
Learning Outcome	**Module in which this is delivered**
Plan and construct a substantial independent research project in History	Research Skills in the Humanities - HIS-40017 Dissertation - History - HIS-40028
Undertake extensive research	Dissertation - History - HIS-40028
Demonstrate the ability to make innovative findings and connections in research	Dissertation - History - HIS-40028 Reflective Practice in the Humanities - HIS-40016
Make decisions and plan activity in response to developing contexts	Research Skills in the Humanities - HIS-40017 Reflective Practice in the Humanities - HIS-40016 Dissertation - History - HIS-40028
Design and complete a research project and demonstrate a knowledge of the importance of the research process	Dissertation - History - HIS-40028 Research Skills in the Humanities - HIS-40017 Approaches to historical research - HIS-40002
Demonstrate a knowledge of literature collection and analysis	Research Skills in the Humanities - HIS-40017

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Engage in a research culture commensurate with postgraduate study	Dissertation - History - HIS-40028 Reflective Practice in the Humanities - HIS-40016
Communicate the research process and research findings to diverse audiences using a variety of written, oral and visual means	Reflective Practice in the Humanities - HIS-40016 Dissertation - History - HIS-40028 Approaches to historical research - HIS-40002
Work productively to an advanced level in a largely unstructured context exercising initiative and personal responsibility	Dissertation - History - HIS-40028 Approaches to historical research - HIS-40002
Undertake appropriate further training of an academic, professional, or practical nature (for example school teachers)	Research Skills in the Humanities - HIS-40017 Reflective Practice in the Humanities - HIS-40016 Dissertation - History - HIS-40028
Reflect critically on their own mode of study and learning, and the development of research topics	Reflective Practice in the Humanities - HIS-40016

HIS-40002 Approaches to Historical Research (30 Credits)

This module introduces different approaches to the research and writing of history, engages with debates on the status of historical knowledge, and examines the sources and resources available. The course aims to broaden students' understanding of methodological debates within history and to provide conceptual and other tools for their own research work. The seminars are led by specialists within History. Throughout, students are encouraged to reflect on the relevance of the material under consideration for their own research topic.

HIS-40017 Research Skills in the Humanities (15 credits)

This is a practical guide to conducting research in the Humanities, largely in preparation for your dissertation.

HIS-40016 Reflective Practice in the Humanities (15 credits)

You will be introduced to a variety of key theoretical and methodological texts and encouraged to engage in

interdisciplinary discussion. You will also be asked to reflect on the place of your own work within your discipline and the Humanities more broadly. Keele is proud of its reputation as an inter-disciplinary university, and this course seeks to explore the value of such approaches as we discuss what methods and assumptions our various disciplines share, and how they differ.

HIS-40028 Dissertation (60 credits)

The dissertation module allows students to produce their own piece of independent historical research, guided by a supervisor who will be a world-leading expert in the field. Students taking this module will be offered up to 10 hours of one-to-one supervision, in order to undertake a piece of advanced, independent historical research supervised and supported by a member of staff with expertise in the area.

HIS-4XXXX Option modules (30 credits each)

In both semester 1 and 2, students choose one of a number of **optional modules**, each of which is worth 30 credits. In these optional modules, Master's students are expected to read and reflect independently on additional sources/historiographical debates as set by the module tutor. Masters students can choose from MA-only modules which focus on particular themes, theories or approaches, a Work Placement module, or they may take an enhanced-level 6 module, allowing them to learn about the historiography surrounding the time period of their dissertation. If students choose to take the enhanced level-6 modules, they will also have at least four hours of special tutorials or workshops for Masters' students. These will intensively focus on the discussion of critical materials, and the understanding of the research field in which the critical literature is situated. All optional modules:

(1) Reflect the variety in cross-period and thematic spread of History as a subject

(2) Are embedded in research-led teaching, given that History involves sources-based study of a particular, focussed period or theme

(3) Have a diet of assessment appropriate for Masters level.

Former undergraduates at Keele may not take a module which overlaps with their previous third year modules.

8. Final and intermediate awards

Master's Degree	180 credits	To be awarded a Masters Honours Degree in History, a student normally requires a total of at least 180 credits. This will be made up of 60 credits for the compulsory modules; 60 credits for the option modules; and 60 credits for the dissertation. **Full time**: Students take four core modules (120 credits total) and two optional modules (60 credits total) throughout three semesters. **Part time**: Students usually take the two optional modules (60 credits) in year 1, and the four compulsory modules (120 credits) in year two, although this can be reversed if there is a particular reason to take the compulsory modules first. The current arrangement is designed to give students more guidance on how to do History at a Masters level and on their general area of interest, before focusing on a specific dissertation topic in the second year. Dissertation supervision availability should be considered when deciding which order to complete the MA modules.
Postgraduate Diploma	120 credits	To be awarded a Diploma in Higher Education, a student normally requires a total of at least 120 credits. This will be made up of 60 credits for the compulsory modules; and 60 credits for the option modules.
Postgraduate Certificate	60 credits	To be awarded a Postgraduate Certificate a student requires a total of at least 60 credits.

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.
- **Critical Analyses** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. Critical analyses also assess students' knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different approaches.
- **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 Study 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.
- **Research design projects and short research papers** test student's knowledge of different research methodologies, the limits of historical knowledge, and their ability to assess and analyse sources. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and sources.
- **Oral presentations, either by individual students or in groups,** 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.

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 Programme 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 normally allocated the MA Programme Director as their Personal Tutor. 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 personal tutor, 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 Student Learning (https://www.keele.ac.uk/studentlearning/). 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 an Athens username and password. 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 or Asperger's. It is a good idea to discuss any special requirements with your personal tutor 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 hosted within the Faculty and School of Humanities and Social Sciences, and offered the opportunity to contribute to the annual Postgraduate Symposium at Keele (https://www.keele.ac.uk/humssr/newsandevents/humanitiespgrsymposium/). They will also be invited to the Modern History Seminars, The Keele Interdisciplinary Early Modern Seminars, David Bruce Centre Visiting Speaker series, the Keele Writing series of events and any other singular events in the School of the Humanities or in the University generally that is of relevance. 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 on KLE and occasionally also via Twitter. A calendar of events can be found at: https://www.keele.ac.uk/humssr/newsandevents/calendarofevents/.

Anyone can enrol on any individual modules without registering for the MA. They can choose to use these credits to complete the MA later on. This is part of the continuing professional development (CPD) route.

If your programme of study is interrupted, or you opt to take modules individually as part of CPD, you can be awarded the Postgraduate Diploma (120 credits) or the Postgraduate Certificate in History (60 credits).

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. 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 Internal Quality Audit (IQA) 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: 16 June 2022

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2021/22	KATHLEEN CUSHING	03 May 2022	
1	2020/21	KATHLEEN CUSHING	03 May 2022	