



# **PROGRAMME SPECIFICATION FOR**

  

# **M.PHIL. IN MODERN EUROPEAN HISTORY**

This document describes the M.Phil. course in Modern European History which is designed to train graduate students in the humanities into the field of Modern European History and which may lead after the completion of the M.Phil. to doctoral research in this area.

The course has to be taken as a two-year M.Phil.

<b>1</b>	<b>Awarding institution/body</b>	<b>University of Oxford</b>
<b>2</b>	<b>Teaching institution</b>	<b>University of Oxford</b>
<b>3</b>	<b>Programme accredited by</b>	<b>no formal accreditation yet</b>
<b>4</b>	<b>Final award</b>	<b>M.Phil. in Modern European History</b>
<b>5</b>	<b>Programme</b>	<b>Management Committee for the Modern European History Research Centre, reporting to the History Faculty</b>
<b>6</b>	<b>UCAS code</b>	<b>not applicable</b>
<b>7</b>	<b>Relevant subject benchmark statement</b>	<b>History (no postgraduate benchmark statement)</b>
<b>8</b>	<b>Date of Programme Specification preparation</b>	<b>13 December 2002</b> <b>Amended November 2003;</b> <b>January 2008</b>
<b>9</b>	<b>Educational aims of the programme</b>	

The course deals with Modern European History from the sixteenth to the twenty-first centuries. The programme builds upon its students' work, enabling them to

- develop the techniques, skills and knowledge required to contribute to the study of Modern European History from one or more approaches; to become familiar with the range of approaches, to evaluate them critically, and to engage in advanced discussion in the field.
- develop the ability to carry out research, involving conceptual innovation and the identification and use of new information; and to acquire the experience of investigating and writing up an extended and sustained research project.
- acquire specialist and general skills of relevance to the continued professional development of the understanding of Modern European History, and which are also transferable into a wide range of employment contexts and life experiences.

<b>10</b>	<b>Programme outcomes</b>		
<b>A</b>	<b>Advanced knowledge and understanding of:</b>		<i>Related teaching/learning methods and strategies</i>
<b>1</b>	<b>the scope of Modern European History</b>	The course offers options that provide a series of wide ranging approaches to the history of Modern Europe. These, combined with elements in 'technical skills' and languages, allow the student to develop a broad understanding of the field. Students are offered a programme of weekly advanced seminars, fortnightly classes, special lectures and colloquia focussing on this field.	
<b>2</b>	<b>the use of primary evidence</b>	Primary materials, easily accessible in the Bodleian Library, the Codrington Library, the St. Antony's College Library, and the Nuffield College Library, are used in optional and core papers. Their use is reinforced by training in 'technical skills' (Source Criticism) and languages. The dissertation typically requires the use of primary materials, and in many cases acquisition of a European language other than English.	
<b>3</b>	<b>the development and significance of Modern European History as a subject, the role played by conceptual frameworks and models in that subject, and the theoretical foundations of the discipline</b>	The core methodological courses ensure that the student has a wide perspective on the field, and provide opportunities for sustained reflection on these issues.	
<b>4</b>	<b>analytical and practical research skills</b>	The two core research methodological papers provide the student with general training in the use of bibliographies and primary sources. Each optional course demands a different set of information sources and is constructed to ensure that students are introduced to these.	
<p><i>Assessment:</i></p> <p><i>Assessment of the acquisition of these skills is carried out by a variety of methods. Formative assessment occurs through feedback on written and oral presentations in classes, supervisions and seminars. Assessment of the course elements is by oral class presentation, extended essays (two essays of up to 5,000 words in each of the Optional Subjects, and one second-year methodological essay of up to 7,000 words), one three-hour examination, and a 30,000-word dissertation.</i></p>			
<b>B</b>	<b>Intellectual skills: the ability to</b>		<i>Teaching/learning methods and strategies</i>
<b>1</b>	<b>undertake sophisticated analysis</b>		There is emphasis throughout the programme on the application of analytical and conceptual skills. The course attempts to impart the ability to think about other states and cultures conceptually and in a comparative way. This is in addition to traditional academic skills: the careful and critical reading and exegesis of

		secondary studies and primary texts, and the ability to gather, sift, synthesise and interpret data, and the practice of description and narrative.
2	<b>argue persuasively</b>	Practical rhetorical skills are honed by means of formal oral presentations and by frequent written presentations. In their presentations, students must demonstrate the ability to identify issues, to formulate questions which are susceptible to testing, and to marshal evidence and analysis in a logical and coherent way at an appropriate level for a graduate course.
3	<b>approach problems with creativity and imagination</b>	Developing the creativity and insightfulness of all students is integral to the programme. These attributes are regarded as important for students to comprehend and deal with the history of other European countries.
4	<b>develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion</b>	Critical skills are honed in debate in classes, and tutorials, in formal presentations, and in written work. In particular, students are explicitly trained to identify the probative value of evidence, to practise objectivity, and to analyse cause and effect.
5	<b>complete a demanding research project in Modern European History</b>	This involves understanding what constitutes a historical problem, identifying the appropriate methodological approach, reading the relevant secondary literature, identifying and using primary sources, collecting information, processing it appropriately, applying the appropriate conceptual framework, setting out the argument and evidence coherently, and presenting it within the available time schedule.
<p><i>Assessment:</i></p> <p><i>Formative assessment is a regular feature of the programme. Students typically meet in small groups and submit written work regularly; their progress is constantly monitored. The dissertation is guided and monitored on a regular basis by a specialist supervisor, and is evaluated by expert examiners – internal and external.</i></p>		
<b>C</b>	<b>Practical skills: the ability to</b>	<i>Teaching/learning methods and strategies</i>
1	<b>write well for a variety of audiences and in a variety of contexts.</b>	The organisation and presentation of written work is an integral part of the course. Scrutiny of and feedback on written work, whether of class papers or dissertation, aims to promote written work that is marked by well-structured and coherent argument, in a prose that is clear, fluent and elegant.
2	<b>engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and</b>	The weekly routine of classes and seminars provides ample opportunity to develop and refine high-level skills in oral discussion and

	<b>the appropriate approaches and solutions to them</b>	presentation.
<b>3</b>	<b>ensure, often working independently, that the fullest range of evidence and opinion can be brought to bear on a problem</b>	Emphasis is placed on showing an awareness of the variety of bibliographical and archival resources - library catalogues, electronic information systems - to identify and retrieve material and commentary.
<b>4</b>	<b>employ appropriate research tools</b>	Training is provided in the use of the research tools appropriate to each option, and for work on the dissertation.
<p><i>Assessment:</i></p> <p><i>The weekly and fortnightly classes and other opportunities for tutorial or seminar presentation enable a continuous monitoring of the development of practical skills. Formal skills courses are assessed by means of both formative and summative assessment. Termly reports identify points both excellence and of concern, e.g. the ability to present and defend an argument or thesis convincingly and cogently.</i></p>		
<b>D</b>	<b>Transferable skills: the ability to</b>	<i>Teaching/learning methods and strategies</i>
<b>1</b>	<b>find information, organise and deploy it</b>	Information retrieval, especially through the informed use of IT, is integral to many aspects of the programme.
<b>2</b>	<b>work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with others</b>	Students are encouraged to organise workshops and conferences which are attended by students both from within Oxford and elsewhere; these are monitored by staff.
<b>3</b>	<b>effectively structure and communicate their ideas in a variety of written and oral formats</b>	The ability to present ideas effectively and to respond to the ideas of others constructively is integral to the nature and construction of the programme.
<b>4</b>	<b>plan and organise the use of time effectively</b>	The ability to produce material within time constraints and against tight deadlines, whether within the framework of oral presentation, written work, examinations, or dissertations is enforced strongly, and imparts good time-allocation habits.
<b>5</b>	<b>draw on information, and with a trained analytical intelligence, consider and solve complex problems, in ways that are imaginative, yet sensitive to the needs and cultural expectations of others</b>	These abilities are all central to the outcomes of this programme.

<p><i>Assessment:</i></p> <p><i>The transferable skills identified above are essential elements of the programme. As such their presence or absence is the focus of much of the regular comment provided by course tutors and supervisors in their weekly contacts with students; and in the varying forms of formal and informal feedback provided to students throughout the course.</i></p>					
<p><b>General teaching/learning methods and strategies</b></p> <p>Each of the students' assessed courses [see below, <b>section 11</b>] has a different teaching strategy. This depends in part on the nature of the subject matter, in part on its place in the cumulative process of learning over the course. All employ the interweaving, in slightly different proportions, of four kinds of learning experience: lectures, classes, supervisions, and seminars.</p>					
<b>1</b>	<p><b>Lectures:</b> There are usually no dedicated lectures for this programme, but students are encouraged to attend the lectures offered to supplement advanced undergraduate study for the subject areas or disciplines on which they are focusing. Such lectures are provided within the general Oxford syllabus, and are designed to 'package' large bodies of knowledge into a compact and coherent form that can be assimilated and usefully pursued by students. But they are not merely 'talking text-books'. Lectures provide examples of how complex materials can be organised into intellectually persuasive patterns, and enhance the development of intellectual and practical skills.</p>				
<b>2</b>	<p><b>Classes and tutorials:</b> These are the main form of interactive learning. In core skills classes, they may be fairly large, and in specialist classes, they may be very small (one to three students). Their function is to allow the students to investigate the assigned topics in an interactive forum, or to practise the skills (in the case of conceptual or practical skills) with staff moderation, guidance and supervision.</p>				
<b>3</b>	<p><b>Supervisions:</b> The supervisor's role is to provide general programme orientation and guidance, but primarily to guide the development of the student's dissertation. This is done by means of frequent face-to-face meetings, which interactively define the problem, choose the approach, and monitor the progress of the dissertation.</p>				
<b>4</b>	<p><b>Seminars and special lectures:</b> There are regular weekly staff-graduate research seminars in most areas covered by the streams of this programme, and they usually feature visiting and local speakers (staff members as well as advanced graduate students) for a one-hour presentation followed by questions and informal interaction. In addition, there are many special lectures, as well as regular seminar series in cognate subjects.</p>				
<b>11</b>	<p><b>Programme Structures and Features</b></p>				
<p>The course extends over 21 months. The M.Phil. requires two compulsory research methodological papers, two Optional Subjects, and a dissertation of up to 30,000 words. The two Optional Subjects will be examined by four extended essays (of up to 5,000 words), two for each option. There are also two oral class presentations, one for each Optional Subject. Candidates are expected to show reading competence in a European language, other than English, relevant to the subject matter of their dissertation. The course has a natural progression, building on the conceptual and practical skills that students will have developed in their undergraduate degrees, and culminating in the examinations and dissertation.</p>					
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<b>A</b>	<b>Compulsory elements</b>	These courses are designed to ensure that the students are competent to deal with historical sources and debates.
<b>1</b>	<b>Languages</b>	Candidates are expected to show reading competence in a European language, other than English, relevant to the subject matter of their dissertation, or acquire such competence in the first year of the course. Language courses are available at the Language Centre.
<b>2</b>	<b>Source criticism</b>	A compulsory first-year course which provides a methodological and reflective grounding for research. It provides a view of the subject, its methodological foundations, its relations with adjacent disciplines and its current problems. It reviews some of the central methodological issues of modern history. The course is structured around the analysis and interpretation of primary and secondary sources. The course challenges hitherto non-reflected ideas about history as a research subject. The course covers subjects such as biographies, diaries, oral history, memoirs, visual, epistolary, church, state, judicial, economic and statistical sources.
<b>3</b>	<b>Historical concepts, methods, and controversies</b>	A compulsory second-year class in methodology is taken over eight sessions after students have completed their research period. This paper will train graduates in a range of controversies that have shaped contemporary research and stimulated historical debate. The class will be particularly helpful in interpreting the gathered research material when writing up the dissertation.
<p><i>Assessment:</i></p> <p><i>Formative assessment is provided by discussion of the exercises undertaken for these classes.</i></p> <p><i>Summative assessment is by three-hour unseen examination of the 'Source criticism' class, and by a class presentation and a 7,000-word essay for the 'Historical concepts, methods, and controversies' class.</i></p>		
<b>B</b>	<b>Optional papers</b>	
<p>In their first year students choose two Optional Subjects from a list of available papers published by the History Faculty at the beginning of the academic year. Choices are made after discussion with the Convenor and with respect to students' interests, but some subject combinations will not be feasible. Optional Subjects are delivered in eight sessions over one term, typically up to two hours every class. The individual items are taught by experts on the subjects, close to their research interests and thus offer the opportunity to experience cutting-edge research, as well as to be initiated into the craft of scholarship. Students make short presentations and written work has to be presented at most sessions. The courses build on students' existing knowledge and lead them into intensive investigation of selected aspects of each broad area. Teaching may vary, using a combination of classes, seminars and tutorials.</p>		

<p><i>Assessment:</i></p> <p><i>Formative assessment is provided by discussion of the exercises undertaken for these classes.</i></p> <p><i>Assessment is by two extended essays (each of 5,000 words length) and one oral presentation in each Optional Subject. The mark for the presentation will be recorded after the delivery. The written notes for oral presentations have to be made available shortly afterwards and kept in the file of the student so that they can be made available to the board of examiners.</i></p>	
<b>C</b>	<b>Dissertation</b>
<p>The dissertation is a long essay (30,000 words), guided by an expert supervisor, that is designed to bring together research skills, methodological training, substantive historical study and independent research and writing, and that constitutes tangible evidence of the desired outcomes.</p> <p>Mere summaries of the secondary literature do not count as satisfying the requirements of the dissertation. In order to be acceptable for the MPhil degree, the dissertation must have a considerable element of originality. This can be provided by making use of fresh historical evidence, or by applying a fresh conceptual, analytical or methodological approach to existing evidence, or a combination of these elements. Alternatively, existing evidence may be applied to a novel hypothesis, or perhaps to a new way of formulating or testing an existing hypothesis. The dissertation is a major element of the MPhil course and a high level of achievement is required, both in the depth and breadth of research undertaken and the sophistication of analysis of that research.</p>	
<p><i>Assessment:</i></p> <p><i>Formative assessment is provided in the discussion between the student and the thesis supervisor. The final, summative assessment of the dissertation is undertaken by the Board of Examiners with the support of specialist assessors (who must not have been involved in supervising the individual candidate) and monitored by an external examiner.</i></p>	
<b>12</b>	<b>Support for students and their learning</b>
<b>A</b>	<p><b>Libraries</b></p> <p>The most useful libraries for History students at Oxford are:</p> <ul style="list-style-type: none"> <li>• The Bodleian Library. This is the main library of the University, and as a copyright library it receives <i>inter alia</i> all significant works published in the U.K. Its collections are very rich for all periods of European history. Its associated central libraries also provide significant holdings for the students on this course, particularly <ul style="list-style-type: none"> <li>♦ The manuscript and early printed material available in Duke Humphrey's Library</li> <li>♦ The Radcliffe Camera, with its large History holdings on open-shelf;</li> <li>♦ The Taylor Institution (European Languages and Literature holdings)</li> </ul> </li> <li>• The Faculty Libraries of History and of Social Studies. These are both substantial collections, containing many works of reference, as well as the main English-language monographs and periodicals.</li> <li>• College Libraries. The student's own college library may well contain some relevant general materials. The following College Libraries are particularly strong in European history and access to them is usually granted on recommendation by the student's</li> </ul>

	<p>supervisor.</p> <ul style="list-style-type: none"> <li>• The Codrington Library in All Souls College, for all periods.</li> <li>• The St. Antony's College Library and the libraries of the various regional centres located at the College. These contain important collections of materials in twentieth-century European history, eastern as well as western.</li> <li>• Nuffield College Library which contains a large collection of specialised holdings in the social sciences.</li> </ul> <p>The range of general and specialised library resources, and the quality of holdings and accessibility support the breadth of the optional papers and methodological courses.</p>
<b>B</b>	<p><b>Museums and collections</b></p> <p>Students may draw on the resources of the Ashmolean Museum, and the expertise of its staff.</p> <p>The collections and archival resources of the Museum of Modern Art, of the Christ Church Picture Gallery, the Museum of the History of Science may provide additional inspiration or background for a variety of projects.</p> <p>The Oxford County Central Library in Westgate, including the Oxfordshire Studies section, also admits University graduates, and often provides a useful additional study resource.</p> <p>Effective use is often made of the ethnographical and anthropological holdings of the Pitt Rivers Museum by students in the Commonwealth, Imperial and Global history stream.</p>
<b>C</b>	<p><b>IT resources</b></p> <p>Most Colleges have IT rooms; assistance is available from the College's Computing officer.</p> <p>The History faculty has a graduate student resource centre, with some 18 powerful computers, connected to the university network and backed up with printers, scanners, statistical packages and other software etc. The Faculty's IT Officer is available to assist all graduates, and is extensively called upon. The Faculty also operates a small laptop loan scheme for graduates who need for short periods of time portable computing facilities for the efficient collection of data in libraries or record offices. The Department of the History of Art has a similar resources room with specialist software for art-historical purposes. Most other faculties and departments contributing to this interdisciplinary programme also have dedicated IT resources on their premises.</p> <p>The Oxford University Computing Services also provides facilities for graduates, and a variety of training programmes, several of which are specifically geared to students in the Humanities and Social Sciences.</p>

<b>D</b>	<p><b>Advice concerning the Syllabus</b></p> <p>Basic information concerning the programme structure and requirements can be found in the 'Instructions to Candidates' which are published on the History website in a print-friendly format. The Modular Handbook provides in parallel descriptive information about specific options within the programme.</p> <p>Students select their options and the topics for their extended essays and the dissertation in discussion with their supervisors and the Programme Convenor. Students have opportunity to comment regularly on their learning experience, and supervisors report termly on their students' progress; these reports are available for discussion with the student, supervisor, and the Programme Convenor, and also for review by a student's college.</p> <p>Academic guidance may also be provided by the student's College Advisor or the College's Tutor for Graduates. Their roles are more usually pastoral, concerned with matters of funding, housing, or other personal concerns.</p>
<b>E</b>	<p><b>Other support</b></p> <p>The History Faculty provides a dedicated research training programme of classes and events, normally through weekly meetings over the first two terms, open to all graduate students. This programme offers professional advice and training covering e.g. library holdings, working in archives, financial support for postgraduate work and post-doctoral research, academic publishing, etc.</p> <p>The University Language Centre offers all students taught classes in general language in 6 modern languages and materials for private study. - In collaboration with the Language Centre the History faculty also dedicated language classes for Historians, usually covering languages such as Dutch, French, German, Italian, Portuguese, and Spanish.</p> <p>The History Faculty's Professor of Diplomatic arranges regular teaching in Latin Palaeography, and in addition the Faculty arranges palaeographical training in the vernacular, with an emphasis in the late medieval and early modern periods. – Other faculties have similar arrangements in their areas of expertise.</p> <p>The Oxford University Counselling Service provides free, confidential support to all students.</p> <p>College support structures: graduate students will find other sources of support for graduates within their college. They vary from college to college but may include a Dean or Tutor for Graduates, membership of the Middle Common Room and therefore representation on the College's Governing Body and access to pastoral tutors or the college chaplain.</p> <p>There are feedback and complaints procedures for graduate students within the History Faculty, within the colleges or via the University Proctors' office. Details of Faculty and University procedures are provided in a dedicated booklet available from the History Faculty Graduate Office.</p>
<b>13</b>	<p><b>Criteria for admission</b></p>
	<p>Prior requirements are not laid down. Reading knowledge of a European language is expected (foreign students will have to have the ability to deliver both written and oral work in English). Typically students come after having studied aspects of Modern European History and related subjects as undergraduates and in joint degrees.</p> <p>Students are admitted by academic merit. This is evaluated on a combination of the following criteria:</p> <p>Applications to programmes of graduate study within the History Faculty will normally be considered in the light of a candidate's ability to meet the following criteria:</p>

1. The applicant has provided appropriate indications of proven and potential academic excellence. Appropriate indicators will include two or more references, academic transcripts or their equivalent, samples of academic work (which can include examples of visual arts work) produced by the student, interview(s).
2. The applicant has provided sufficient evidence, in the view of the assessors, to suggest that they have the academic ability and commitment (including the required linguistic competence; non-native speakers of English should have achieved an IELTS 7.5 or TOEFL 650 (275 in the computer-based TOEFL test) or above) to pursue the chosen programme to a successful conclusion within the required time limits.
3. The programme of study that the applicant wishes to pursue is well suited to the academic interests and abilities to which they have drawn attention in their application, and (where appropriate) the applicant has undertaken any preliminary academic work or course which is normally considered indispensable to acceptance on the proposed programme of study.
4. The History Faculty is able to provide appropriate supervision and facilities for the candidate's chosen programme of work.

It is essential to note that well-qualified candidates may not be offered a place because:

- Secure funding is not available (places offered on a conditional basis will not be confirmed without a financial guarantee);
- There are constraints on the availability of facilities, research funding and on supervision;
- There are limitations on the size of taught courses;
- Appropriate supervision may not be available for a particular area of academic interest.
- Other candidates have been judged to have greater academic ability;
- Colleges may not have places available.

Applications are considered by the relevant board interviewer and the Convenor of the M.Phil. in Modern European History. Candidates transferring internally in Oxford from other programmes, are likely to be interviewed.

## **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Reports from external examiners apart from internal vetting regularly address issues relating to curriculum, and quality and standards of teaching and learning. All this is reviewed by both the Management Committee of the Modern European History Research Centre and the Graduate Studies Committee of the Faculty Board of History.

Student feedback is solicited regularly, mainly in the regular meetings with supervisors. Feedback forms for classes and lectures are available from the Graduate Office of the Faculty, and the termly meeting of the Graduate Joint Consultative Committee provides a forum for discussion of all issues raised by graduates.

Any changes to the programme are considered by the Graduate Studies Committee. This makes recommendations to the History Faculty Board which reports to the Humanities Divisional Board. This reports in turn to the Educational Policy and Standards Committee which ultimately approves all significant programme changes.

All new academic staff of the History Faculty attend training sessions on teaching run by the University's Learning Institute, and have a one-to-one session with Learning Institute staff to assess training needs. Mentors are appointed for all new lecturers. Formal review takes place in the second and fifth years of appointment. Teaching is reviewed annually by two peers (including the mentor in the case of new appointees) through the History Faculty's Research Monitoring and Appraisal Scheme. In 2003, the History Faculty introduced internal workshops on lecturing and small class teaching. All lecturers taking on graduate students are encouraged to attend training on supervision techniques, provided by the Learning Institute.

Success rates are monitored by the Graduate Studies Committee, the GJCC, the History Faculty Board,

	<p>the Divisional Board and the Educational Policy and Standards Committee of the University.</p> <p>The further careers of the M.Phil. students are monitored and any emerging pattern will be discussed further by the Management Committee.</p>
<p><b>15</b></p>	<p><b>Regulation of assessment</b></p>
	<p>The Director of Graduate Studies in agreement with the Programme Convenors for the M.Phil. in Modern European History and the M.St. in History nominates a joint Board of Examiners for these two degrees for approval by the Examinations Committee of the History Faculty and the History Faculty Board, and the examiners are then appointed by the Vice-Chancellor and Proctors of the University (subject to their approval). The Examination Committee appoints a chairman from the internal members of the board of examiners. The History Faculty Board is responsible for establishing and publishing the marking and classification conventions for these degrees; on issues of classification the Board will take advice from the Board of Examiners.</p> <p>The Board of Examiners is responsible for setting all papers, and marking the scripts, essays and dissertations of the examinees. They may appoint assessors to assist in the setting and marking of the more specialist papers, and for marking dissertations, where the subject matter is not within the expertise of two of the examiners. Each script, essay and dissertation is blind-marked by two examiners or assessors; where their marks differ they will discuss the case to obtain an agreed mark. If they are unable to agree, a third examiner, usually an external examiner, will be asked to read the work and give it a mark. After the marking is complete, the Board of Examiners meets to classify the students in accordance with the rules established by the Examinations Committee. The examiners provide a full report on the examination, which is widely discussed.</p> <p>Students may submit complaints at any stage of the examinations procedure via their college authorities to the Proctors of the University. Details of complaints procedures are given in a dedicated booklet available from the Faculty's Graduate Office.</p> <p>A key role in this process is played by External Examiners. They act as impartial advisors,</p> <ol style="list-style-type: none"> <li>1. To verify that standards are appropriate to the award, in part by comparison with the standards of comparable institutions, and to ensure that the assessment procedures and the regulations governing them are fair and otherwise appropriate.</li> <li>2. To ensure that the conduct of the examination and the determination of awards has been fairly conducted, and that individual student performance has been judged in accordance with the regulations and conventions of the Examining Board. This will entail signing the Class List as an endorsement that the processes of examination and classification have been fairly conducted.</li> </ol> <p>External Examiners are expected to report to the Vice-Chancellor in each year in which they act. Their reports are expected to cover all the following points</p> <ul style="list-style-type: none"> <li>• the standards demonstrated by the students</li> <li>• the extent to which standards are appropriate for the award</li> <li>• the design, structure and marking of assessments</li> <li>• the procedures for assessment and examinations</li> <li>• whether or not external examiners have had sufficient access to, and the power to call upon, any material necessary to make the required judgements</li> <li>• students' performance in relation to their peers in comparable courses</li> <li>• the coherence of the policies and procedures relating to external examiners and their consonance with the explicit roles required of them</li> <li>• the basis and rationale for any comparisons made</li> <li>• the strengths and weaknesses of the students as a cohort</li> <li>• the quality of teaching and learning which may be indicated by student performance</li> </ul>

	<p>The Report is addressed to the Vice-Chancellor, and will be considered by the Humanities Board and by the Educational Policy and Standards Committee of the University.</p> <p>The Report will also be scrutinised by the Management Committee for Modern European History, the Graduate Studies Committee, and the Faculty Board of History. Where an External Examiner's Report contains particular suggestions or criticisms, it is the responsibility of the Management Committee for the M.Phil. in Modern European History, the Faculty's Graduate Studies Committee, and the Examination Committee to ensure that full consideration is given to these, to institute further discussion or action, and to inform the External Examiner within a reasonable time of what is done.</p>
<p><b>16</b></p>	<p><b>Indicators of quality and standards</b></p>
	<p>The report on History by the EPSC Review Committee in 2002 endorsed the findings of earlier reviews that 'the quality of the teaching is excellent'. The committee's external members were 'enormously impressed with many aspects of the provision within History, and especially with the commitment of academic staff to the learning and teaching provided for students'.</p> <p>Reports from Examining Boards regularly address issues relating to quality and standards.</p> <p>The History Faculty's External Advisory Panel reviews quality and standards and provides valuable feedback from the worlds of international academia, the professions, business and secondary education.</p> <p>The History Faculty gained a 5 rating in the 2001 Research Assessment Exercise.</p> <p>A large proportion of students continue into doctoral work or professional degrees at Oxford, and at other leading universities in Britain and overseas.</p>