



**PROGRAMME SPECIFICATION FOR**

**M.PHIL. AND M.SC. IN**

**ECONOMIC AND SOCIAL HISTORY**

This document describes structures and options of the master's programmes in Social and Economic History, which are designed to provide training in the techniques and theory of Social and Economic History.

The M.Phil. programme lasts for 21 months.  
The M.Sc. programme lasts for twelve months.

<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>ESRC: the courses are recognised for Mode A research studentship awards by the ESRC, and meet the Council's Research Training requirements for a D.Phil.</b>
<b>4</b>	<b>Final award</b>	<b>M.Phil. or M.Sc. in Economic and Social History</b>
<b>5</b>	<b>Programme</b>	<b>History</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 programme builds upon its students' undergraduate work.

- Students develop the techniques, skills and knowledge required to contribute to the study of history from a social-science perspective. They become familiar with the range of social science approaches currently being applied to historical study, and with the main historiographical currents in economic and social history. They learn to evaluate these approaches critically.
- Students develop the skills required to carry out sustained research, involving conceptual investigation and the identification and use of new information; they acquire the experience of investigating and writing up an extended research project.
- Students also acquire specialised (including quantitative methods) and general skills of relevance both to the continued professional development of historical understanding, and which are transferable into a wide range of employment contexts and life experiences.
- The MPhil is nine months longer than the MSc. It covers substantially the same ground but in greater depth. During the second year students have an opportunity to extend their substantive historical knowledge by means of two additional advanced papers. They also do a more extended and demanding dissertation, which is 30,000 words in length compared with the 15,000-word dissertation for the M.Sc. degree.

<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>an understanding of social and economic processes in historical context</b>	All course modules deal with historical issues. One is a broadly based core historiographical course. A wide range of optional 'advanced papers' permits a balanced choice. Students are offered a programme of weekly advanced seminars, workshops and visiting lectures.
<b>2</b>	<b>how primary evidence is employed in historical argument</b>	Primary materials are used in the core course and many of the advanced papers. The dissertation typically requires the use of primary materials.
<b>3</b>	<b>the development of Economic and Social History as a subject, the role played by conceptual frameworks and models in the investigation of the past, and the theoretical foundations of the discipline</b>	The methodological core course involves a broad introduction to the relevant methods in the various social sciences. It also applies these methods to particular historical episodes. An optional course in economics for non-economists is also available, and many students take more advanced options in the social sciences as part of the advanced paper section.
<b>4</b>	<b>analytical and practical research skills</b>	All students take a course in Quantitative Methods, which is available at both introductory and advanced level. This provides an introduction to rigorous quantitative and analytical skills. They also take an Induction course, which imparts standard research skills, such as information sources, bibliography, layout, and composition, intellectual property rights.
<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 tutorials, supervisions and classes.</i></p> <p><i>Summative assessment of core courses is by continuous assessment, involving evaluation of course participation and presentations, marked homework exercises, marked term essays, and examined project work. The advanced papers are assessed by three-hour exams, or optionally, by means of two 5,000-word essays each.</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 history conceptually, in terms of relevant social science approaches. This is in addition to the traditional historical 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. This includes application of sophisticated IT-based analysis and quantitative methods.

2	<b>argue persuasively</b>	Practical rhetorical skills are honed by means of class participation, formal presentations, and frequent submission of written work. Verbal and written presentations from students must demonstrate the ability to identify issues, to formulate questions that 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 human sympathy of all students is integral to the programme. These attributes, allied to the exercise of disciplined imagination, are regarded as essential if students are to comprehend the seemingly alien values and expectations of past societies and cultures.
4	<b>develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion</b>	This ability is honed in debate in supervisions/tutorials and classes, in formal presentations, and in written work. In particular, students are explicitly trained to identify the probative value of evidence, in the practice of objectivity, and in the analysis of cause and effect.
5	<b>the ability to complete a demanding sustained research project in economic and social history</b>	This involves understanding what constitutes an historical problem, identifying the appropriate methodological approach, reading the relevant secondary literature, identifying primary sources, collecting documentary and quantitative information, processing it appropriately, applying the appropriate conceptual framework, setting out the argument and evidence coherently, and presenting it within the available time. The requirement to produce a 30,000 word piece of research over a two year course requires greater skills of assimilation and planning than that required for a one-year course.
<p><i>Assessment:</i></p> <p><i>Formative assessment is a regular feature of the programme. Students typically have two or sometimes three small classes in small or very small groups, which allow constant monitoring of their development. In addition, they submit written work on a regular basis, and meet with supervisors several times a term. The dissertation is guided and monitored on a regular basis by a specialist supervisor.</i></p> <p><i>The final, summative evaluation is undertaken by the board of examiners with the support of specialist assessors, and monitored by an external examiner.</i></p>		

<i>C</i>	<i>Practical skills: the ability to</i>	<i>Teaching/learning methods and strategies</i>
<b>1</b>	<b>write well for a variety of audiences and in a variety of contexts</b>	The organisation and presentation of written work is introduced explicitly in the Induction class. Continuous scrutiny of and feedback on written work, whether written for supervision/tutorial, class presentation, course requirement, written examination, or dissertation, aims to promote written work which is marked by well-structured and coherent argument, in a prose that is clear, fluent and elegant.
<b>2</b>	<b>engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them</b>	The weekly routine of supervisions/tutorials, classes, and seminars provides ample opportunity to develop and refine high level skills in oral discussion and 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 resources – library catalogues, electronic information systems, and guides to archival sources – to identify and retrieve materials and commentary.
<b>4</b>	<b>employ research tools and quantitative methods</b>	Formal training is provided in the use of research tools, and in quantitative methods at the introductory to an advanced level. For those who require them, advanced graduate training in economic, sociological, or anthropological analysis, as well as specialised area courses is also available
<p><i>Assessment:</i></p> <p><i>Opportunities for class or seminar presentation, and also regular individual meetings with supervisors and tutors, enable a continuous monitoring of the development of practical skills. Formal skills courses are assessed by means of both formative and summative assessment, e.g. exercises, marked homework, examined project work. 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.</i></p>		
<i>D</i>	<i>Transferable skills: the ability to</i>	<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>employ quantitative skills</b>	An ability to critically evaluate and to use statistical analysis is a key skill for research and management tasks.
<b>3</b>	<b>apply social science analytical concepts to a wide range of empirical contexts, whether in research and scholarship, or in real life situations</b>	A good deal of the social science theory imparted in the course is also informing and even driving public and private management, policy design and application, and social and political debate. An ability to understand this discourse and contribute to it is the key

		transferable skill that the courses impart. Course graduates have the additional advantage of an historical perspective on empirical realism of such conceptual approaches, and an informed awareness of their limitations.
4	<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 given joint assignments, they are required to chair sessions, and organize an annual conference, all monitored by staff. The programme is designed to promote frequent co-operative interaction among students.
5	<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.
6	<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 verbal presentation, written work, examinations, or dissertations is enforced strongly, and imparts good time-allocation habits.
7	<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.

*Assessment:*

*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.*

### **General teaching/learning methods and strategies**

Each of the students' assessed courses [see below, **section 11**] 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.

1	<b>Lectures:</b> These are provided as part of each of the core courses. Their task is 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. Students are also encouraged to attend the lectures offered to supplement advanced undergraduate study for the subject areas or disciplines on which they are focusing.
2	<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.

3	<p><b>Supervisions:</b> The supervisor's role is to provide general course 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>
4	<p><b>Seminars and special lectures.</b> There are two programmes of weekly seminars, one a staff-graduate seminar which features visiting and local speakers for a one-hour presentation followed by an hour of questions and informal interaction. The other is a weekly graduate student workshop, which is organised and presented by graduate students, and which staff also attend. The presentations are typically of students' research work in progress. There is also a weekend conference organized every year by first-year graduate students, in which all students on the course make conference-style presentations to their peers, with time for discussion, and staff presence. In addition, there are many special lectures, as well as regular seminar series in cognate historical and social-science subjects.</p>
11	<p><b>Programme Structures and Features</b></p>
<p>M.Phil.: the programme lasts 21 months. Two core courses and four options of advanced papers are taken, and a dissertation of 30,000 words is written.  M.Sc.: the programme lasts 12 months. Two core courses and two options of advanced papers are taken, and a dissertation of 15,000 words is written.</p> <p>The programmes have a natural progression, building on the conceptual and practical skills that students will have developed in their undergraduate degrees. Students start with the core courses and the skill courses, they progress into the optional advanced papers, and their work culminates with the dissertation.</p>	
	<p><i>Course</i></p>
A	<p><b>Induction and Core Courses (shared by both programmes)</b></p> <p>M.Sc. students work on four courses during the year, and M.Phil candidates typically take four courses during the first year, and two during the second.</p>
1	<p><b>Tools and Sources in Economic and Social History</b></p> <p>A short, hands-on Induction course, designed to acquaint students with basic tools, techniques, and resources, and to impart unwritten, tacit professional knowledge through informal discussion and example. Elements include induction and orientation, library resources, online information resources, written and verbal presentation, bibliographical conventions intellectual property rights and software.</p>
2	<p><b>What happened and why: starting research in economic and social history</b></p> <p>A compulsory course, that provides a methodological and philosophical grounding for research. It provides a view of the subject as a whole its origins, its methodological foundations, its relations with adjacent disciplines and its current trends, achievements, and problems. It reviews some of the central methodological issues of the social sciences, and their recent advances. The course is structured loosely around the problem of rationality, which dominates economics, has strongly influenced the other social sciences, and which embraces social, psychological, political and moral issues.</p>

		These arguments present a serious intellectual challenge, which historians need to acknowledge, even if they come to reject them. A course of 12 lectures, which covers methodological approaches, is accompanied by 12 seminars which deal with applications to historical problems. The seminars also consist in effect of a substantive course on historiography constructed loosely around the transition from agrarian society to industrial capitalism.
<b>3</b>	<b>Quantitative Methods and computer applications for historians (standard course and advanced course)</b>	<p>One or other of these courses, depending on the student's prior training, is also compulsory. Both courses review research articles, and make direct use of primary quantitative data sources.</p> <p>The standard course provides an introduction to elementary quantitative methods, covering some of the techniques most widely used in research in the historical and social sciences, and making use of historical data. It also teaches the use of the statistical package SPSS.</p> <p>The advanced course for those with prior training provides an introduction to probability and distribution theory, the theory of estimation, the econometrics of the classical regression model, and a module on time-series analysis.</p>
<b>4</b>	<b>Economics for non-economists.</b>	An optional course for students wishing to acquire the fundamental insights, approaches and techniques of economics.
<p><i>Assessment:</i></p> <p><i>During the first term, students concentrate on two core courses and the tools course, and start considering their dissertation. Students must complete satisfactorily a qualifying test in these two core courses. There are substantial reading lists. Students also have to make presentations, write essays, and do weekly marked homework in the quantitative methods courses. The main methodology course continues with four lectures and four seminars into the second term, further presentations and one examination essay, as well as a final presentation at a culminating weekend conference during the third term, at which every student presents a methodological introduction to their dissertation. These courses constitute the core of formal research training. Economics for non-economists is taught during the second term, and is assessed by an examination. Quantitative methods are assessed by homework, tests, and an examined open book project. The substantive material for the project is often taken from the student's dissertation topic.</i></p>		
<b>B</b>	<b>Advanced papers</b>	M.Sc. candidates take two advanced papers, and M.Phil. candidates take four advanced papers, typically two in their first and another two in their second year.
<p>Students choose advanced papers from a list of about thirty options. Choices are made after discussion with the Course Convenor, with respect to students' interests and the coherence of their programme of learning. In addition to the papers offered within the course, it is possible to take one paper from graduate offerings in other departments, including economics, sociology, criminology, and anthropology. The list of courses being offered in any particular year tends to change. Not all courses are offered every year, and not all are taken up every year. The courses are delivered in eight sessions over one or two terms, typically for two hours every session, as a small class (up to about eight students, depending on demand). They are taught by experts on 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</p>		

	normally has to be presented at most sessions. A list of papers is always available on the web site.	
	<b>Course selection:</b> All advanced courses are reviewed internally and updated every year. Given the large number of advanced papers, new ones are introduced most years after consultation in the relevant course committee and the Graduate Studies Committee. A few are withdrawn temporarily or permanently every year, in accordance with staff preferences and availability.	
	<p><i>Assessment:</i></p> <p><i>Summative assessment of advanced papers is typically by means of a three-hour unseen examination, but there is also an option to be assessed on half the papers by means of two 5,000 word submitted essays.</i></p>	
<b>C</b>	<b>Dissertation</b>	M.Sc. candidates: up to 15,000 words; M.Phil. candidates: up to 30,000 words.
	<p>The dissertation is a long essay, written under the guidance of an expert supervisor, that is designed to bring together research skills, methodological training, substantive historical studies and independent research and writing, and that constitutes tangible evidence of the desired outcomes.</p> <p>The methodological introduction to the dissertation and its presentation at a student conference at the beginning of Trinity Term (of the first year in the case of M.Phil. candidates) are designed to provide an opportunity to explore the methodological aspects of the dissertation. This provides the opportunities to discuss the approach with supervisor, course tutors, and colleagues.</p> <p>Mere summaries of the secondary literature do not count as satisfying the requirement of the dissertation. In order to be acceptable, the dissertation must have an 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. For example, new archival evidence may be applied to an existing debate. Alternatively, existing evidence may be applied to a novel hypothesis, or perhaps to a new way of formulating and testing an existing hypothesis, e.g. by the application of regression analysis, of game-theoretical, property-rights, collective action, or Marxist concepts. The application of a different disciplinary approach, e.g. linguistics or the History of Art, might be appropriate.</p> <p>In the M.Phil. programme, the dissertation is a major element of the candidate's course work and a high level of research, a considerable element of originality and sophistication of analysis of that research are expected.</p>	
	<p><i>Assessment:</i></p> <p><i>Work on the dissertation is guided and monitored on a regular basis by a specialist supervisor.</i></p> <p><i>The final, summative evaluation 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>	<b>Libraries</b>	<p>Reflecting the nature of History as primarily a text-based discipline, and the essential requirement for adequate Library resources, students in this programme have access to:</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol>

	<p>for the students on this course, particularly</p> <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 Indian Institute Library (Indian and South Asian History);</li> <li>• Rhodes House Library (British Empire and Commonwealth);</li> <li>• the Taylor Institute (European languages and Literature);</li> <li>• the Vere Harmsworth Library at the Rothermere American Institute (American History).</li> </ul> <p>2. Nuffield College library – one of the largest and most encompassing social science library collections in the UK; St Antony’s College library with its special holdings on area studies such as European and South Asian Studies; both Colleges operate a generous access policy for non-members.</p> <p>3. The subject specific libraries: of the History Faculty; of Economics; of Politics, International Relations and Sociology. All provide multiple copies of essential titles, and have borrowing facilities. Students also have access to the Libraries of other Faculties whose holdings are relevant to the particular options they are studying.</p> <p>4. College libraries are usually open only to members of their own college, though access may be granted to other members of the University who can show academic need for consulting material only available in a particular college.</p> <p>Borrowing facilities exist in all the Libraries, apart from the Bodleian which functions as a reference Library.</p> <p>The range of general and specialised Library resources, and the quality of holdings and accessibility support the core courses, the advanced papers, and dissertation work.</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.</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</p>

	<p>'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>
	<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>
13	<p><b>Criteria for admission</b></p>
	<p>The programmes do not lay down any prior requirement in terms of subject, and candidates have been admitted from the whole of the academic spectrum, ranging from the natural sciences, medicine and engineering, through law, the social and behavioural sciences and the humanities. In an interdisciplinary course of this kind all have something to contribute, and a great deal to learn. The induction course, and the core courses have proved effective in enabling students from non-History backgrounds to develop their understanding of the technical skills and conceptual frameworks of the discipline.</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> <ol style="list-style-type: none"> <li>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, occasionally interview(s).</li> </ol>

	<p>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 630 (267 in the computer-based TOEFL test) or above) to pursue the chosen programme to a successful conclusion within the required time limits.</p> <p>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.</p> <p>4. The History Faculty is able to provide appropriate supervision and facilities for the candidate's chosen programme of work.</p> <p>It is essential to note that well-qualified candidates may not be offered a place because:</p> <ul style="list-style-type: none"> <li>• Secure funding is not available (places offered on a conditional basis will not be confirmed without a financial guarantee);</li> <li>• There are constraints on the availability of facilities, research funding and on supervision;</li> <li>• There are limitations on the size of taught courses;</li> <li>• Appropriate supervision may not be available for a particular area of academic interest.</li> <li>• Other candidates have been judged to have greater academic ability;</li> <li>• Colleges may not have places available.</li> </ul> <p>Applications are considered by three persons: the subject Interviewer, who is responsible for Economic and Social History, the prospective supervisor, and the Director of Graduate Studies. On occasion, applicants with higher degrees and even doctorates have been admitted. This combination of criteria ensures a high level of cognitive ability and proven capacity for academic work. Interviews are not usually required. British students who are regarded as being on the borderline, and candidates transferring internally in Oxford from other programmes, are likely to be interviewed.</p>
<p><b>14</b></p>	<p><b>Methods for evaluating and improving the quality and standards of teaching and learning</b></p>
	<p>Reports from external examiners regularly address issues relating to curriculum, and quality and standards of teaching and learning. These are reviewed by the Graduate Studies Committee of the Faculty Board, and the Examinations Committee of the Board, by the History Faculty Board, by the Humanities Board, and by the University's Educational Policy and Standards Committee [EPSC].</p> <p>There is an Economic and Social History Interviewer, who has general responsibility for graduate studies in this field, and also a Course Convenor, who is responsible for the taught course elements. A course committee is made up of core teaching staff, and meets once a term to discuss the course in detail.</p> <p>There is an extensive programme of student feedback. Students detailed feedback reports on the core courses and advanced papers. A high response rate is guaranteed by having the questionnaires given out and collected during classes. The reports are scrutinized by the teachers of the relevant courses, by the Interviewer and course convenor, and by the course committee. The student joint consultative committee also reviews the questionnaires.</p> <p>A joint student-staff consultative committee is made up of representatives of all categories of graduate students. It meets with two members of staff once a term. Minutes of the meetings are then considered by the course consultative committee. The joint consultative committee circulates its own questionnaire to students, and the results are considered by the course committee. In addition, students on this course have representation on the History Faculty Graduate Joint Consultative Committee.</p> <p>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.</p>

	<p>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.</p> <p>Success rates are monitored by the Graduate Studies Committee, the GJCC, the History Faculty Board, the Divisional Board and the Educational Policy and Standards Committee of the University.</p>
<p><b>15</b></p>	<p><b>Regulation of assessment</b></p>
	<p>The Director of Graduate Studies in consultation with the Programme Convenor for these programmes 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 the 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> </ul>

	<ul style="list-style-type: none"> <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 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 Faculty's Graduate Studies Committee and 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 Modern History, and especially with the commitment of academic staff to the learning and teaching provided for students'.</p> <p>The programmes are recognised for Mode A research studentship awards by the ESRC, and meet the Council's Research Training requirements for a D.Phil.</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. Graduates of the course are in high demand in business (especially finance and consulting), in government, and in voluntary, not-for-profit, and advocacy groups. Many graduates have continued after their doctoral studies into academic employment as researchers and teachers in Higher Education.</p>