



PROGRAMME SPECIFICATION FOR

M.PHIL. AND M.SC. IN

HISTORY OF SCIENCE, MEDICINE, AND

TECHNOLOGY

This document describes structures and options of the master's programmes in the History of Science, Medicine and Technology.

The M.Phil. programme lasts for 21 months.

The M.Sc. programme lasts for 12 months.

1	Awarding institution/body	University of Oxford
2	Teaching institution	University of Oxford
3	Programme accredited by	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. Also approved, where appropriate, for funding applications to the AHRC and the Wellcome Trust.
4	Final award	M.Phil. <i>or</i> M.Sc. in History of Science, Medicine, and Technology
5	Programme	History
6	UCAS code	not applicable
7	Relevant subject benchmark statement	History (no postgraduate benchmark statement)
8	Date of Programme Specification preparation	13 December 2002 Amended November 2003; January 2008
9	Educational aims of the programme	<p>The programme builds upon its students' undergraduate work, enabling them to</p> <ul style="list-style-type: none"> develop the techniques, skills and knowledge required to contribute to the study of <i>either</i> the History of Science and Technology <i>or</i> the History of Medicine from an advanced social-science perspective. To become familiar with the range of social science approaches current in this field and the main historiographical currents in the History of Science and Technology or the History of Medicine, to evaluate them critically, and to engage in advanced discussion in the field. develop the ability to carry out sustained research, involving conceptual innovation and the identification and use of new information; and to acquire the experience of investigating and writing up an extended dissertation to a high standard of research and presentation. 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 undertake 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.

10	Programme outcomes	
A	Advanced knowledge and understanding of:	<i>Related teaching/learning methods and strategies</i>
1	social and economic processes, particularly in relation to the History of Science, Medicine, and Technology, in historical context	The mix of courses, both core and advanced, which combine the theory and practice of Social and Economic History with work in the particular field of the History of Science, Medicine, and Technology, provides a robust and stimulating training that promotes historical understanding of these complex processes.
2	how primary evidence is employed in historical argument	Primary materials are used in the core course and most of the advanced papers. The dissertation typically requires the use of primary materials.
3	the development of the History of Science and Technology and the History of Medicine as subjects, the role played by conceptual frameworks and models in the investigation of the past, and the theoretical foundations of the disciplines	The core courses involve a broad introduction to methods relevant to the History of Science, Medicine, and Technology. It also applies these methods to particular historical episodes.
4	analytical and practical research skills	Students take an Induction course, which imparts standard research skills, such as information sources, bibliography, layout, composition, databases and spreadsheets, all of them using IT technologies. Students holding ESRC studentships also take a course in Quantitative Methods in their second year, which is available at both introductory and advanced level.
<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, examinations and project work. Advanced papers are assessed either by three-hour examination or, by the submission of two 5,000-word essays each.</i></p>		
B	Intellectual skills: the ability to	<i>Teaching/learning methods and strategies</i>
1	undertake sophisticated analysis	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.

2	argue persuasively	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	approach problems with creativity and imagination	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	develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion	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	complete a sustained and demanding research project in either the History of Science and Technology or the History of Medicine	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 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>		
C	<i>Practical skills: the ability to</i>	<i>Teaching/learning methods and strategies</i>
1	write well for a variety of audiences and in a variety of contexts	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.

2	engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and appropriate approaches and solutions to them	The weekly routine of supervisions/tutorials, classes, and seminars provides ample opportunity to develop and refine high-level skills in oral discussion and presentation.
3	ensure, often working independently, that the fullest range of evidence and opinion can be brought to bear on a problem	Emphasis is placed on showing an awareness of the variety of bibliographical resources – library catalogues; electronic information systems – to identify and retrieve materials and commentary.
4	employ research tools and quantitative methods	Formal training is provided in the use of research tools, and in quantitative methods at the introductory to the very 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>		
D	Transferable skills: the ability to	<i>Teaching/learning methods and strategies</i>
1	find information, organise and deploy it	Information retrieval, especially through the informed use of IT, is integral to many aspects of the programme.
2	employ quantitative skills	An ability to critically evaluate and to use statistical analysis is a key skill for research and management tasks, and students are made aware of this in the various taught elements of the course.
3	apply social science analytical concepts to a wide range of empirical contexts, whether in research and scholarship, or in real life situations	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	work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with others	Students are given joint assignments, they are required to chair sessions, they organize a weekly graduate workshop, as well as an annual conference, all monitored by staff. The course is designed to promote frequent co-operative interaction among students.

5	effectively structure and communicate their ideas in a variety of written and oral formats	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	plan and organise the use of time effectively	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	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	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	Lectures: 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.
2	Classes and Tutorials: 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	Supervisions: 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.
4	Seminars and special lectures. There is a rich programme of weekly seminars, addressed by visiting and local speakers for a one-hour presentation followed by an hour of questions and informal interaction. There are, in addition, weekly graduate student workshops in both the History of Science and Technology and the History of Medicine, which are organised and presented by graduate students. The presentations are typically of students' research work in progress. These workshops run a slightly shorter season over three terms. 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.

11	Programme Structures and Features	
<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.</p> <p>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>		
	<i>Course</i>	<i>Comment</i>
A	Introductory Courses (shared by both programmes)	<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> <p>Normally all students on these programmes take the core courses 1, 2, and 3; candidates who are on ESRC funding, or who have additional social sciences training needs in order to pursue their research project substitute an appropriate core course from the Economic and Social History programmes (see 4 below).</p>
1	Tools and Sources in History of Science, Medicine, and Technology	<p>A compulsory short, hands-on Induction course, designed to acquaint students with basic tools, techniques, and resources, and to impart unwritten, tacit professional knowledge. Elements include induction and orientation, library resources, online information resources, written and verbal presentation, bibliographical conventions and software, spreadsheets and databases.</p>
2	Methods and Themes in the History of Science and Technology	<p>This course, compulsory for students planning to write a dissertation in the field of history of science and technology, is based on an orientation meeting and nine two-hour classes and associated discussions of written and other work. It provides an introduction to some of the main traditions in the gathering, manipulation, and application of natural knowledge. Although it involves some study of the medieval and early modern periods, the emphasis is on science in the industrial age and the interactions between science and technological practice. Students are expected to acquire a general knowledge of the main currents in the history of science and technology, but they do so from a perspective informed by intensive reading in the methodologies of relevant areas of historical and social science writing. The aim is to strike a balance between the acquisition of a necessary basic knowledge of the history of science and technology and an appreciation of the tools and approaches that historians have deployed in their studies of such recurring themes as the motors</p>

		and consequences of scientific and technological change, the nature of creativity and invention, the relations between science and society, and the role that historical study can and should play in moves to advance the public understanding of science. The mixture of substantive and methodological topics that students tackle prepares them well for the advanced papers that are available.
3	Methods and Themes in the Social History of Medicine	This wide-ranging course, compulsory for students planning to write a dissertation in the field of history of medicine, is designed to provide students with an intellectually challenging introduction to key methodologies and historiographic issues in their field. The course covers a range of topics – mortality decline; epidemics; professionalization; patients and practitioners; hospitals; medicine and empire; non-European and traditional medicine; witchcraft and healing in early modern Europe - in the history of medicine and is taught over ten weeks in the first term. Each two-hour seminar explores a different theme in the history of medicine and is taught by a specialist in that aspect of medical history. The topics covered are necessarily diverse because the history of medicine is an interdisciplinary subject and has been unusually receptive to concepts in other disciplines such as anthropology and sociology. The approaches of cultural and social historians of medicine are also considered alongside the quantitative methods employed by historical demographers.
4	<p><i>Alternative social sciences training:</i></p> <p>a) What happened and why: starting research in economic and social history</p> <p>b) Quantitative methods and computer applications for historians (standard course and advanced course)</p>	<p>This course is compulsory for students in receipt of ESRC studentships. It provides a methodological and philosophical grounding for social sciences research.</p> <p>The standard course provides an introduction to elementary quantitative methods, and the advanced course, for those with prior training in quantitative methods, provides an introduction to issues such as probability, distribution theory, and econometrics.</p> <p>For further information on these courses see the Programme Specification for master's programmes in Economic and Social History</p>
<p><i>Assessment:</i></p> <p><i>During the first term, students concentrate on two core 'Methods and themes' 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 and write essays, as well as a final presentation at the culminating weekend conference during the third term. These courses constitute the core of formal research training and are assessed each by an essay of up to 3,000 words.</i></p> <p>See the Programme Specification for master's programmes in Economic and Social History for assessment procedures in these alternative papers.</p>		

B	Advanced papers	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 normally has to be presented at most sessions. A list of papers is always available on the web site.</p>		
<p>Course selection: 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>		
<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>		
C	Dissertation	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>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.</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>		
12	Support for students and their learning	
A	Libraries	
<p>Reflecting the nature of History as primarily a text-based discipline, and the essential requirement</p>		

	<p>for adequate Library resources, students in this programme have access to:</p> <ol style="list-style-type: none"> 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 for the students on this course, particularly <ul style="list-style-type: none"> • the manuscript and early printed material available in Duke Humphrey's Library • the Radcliffe Camera, with its large History holdings on open shelf; • the Radcliffe Science Library; • the Indian Institute Library (Indian and South Asian History); • Rhodes House Library (British Empire and Commonwealth); • the Taylor Institute (European languages and Literature); • the Vere Harmsworth Library at the Rothermere American Institute (American History). 2. Wellcome Unit for the History of Medicine Library, with specialist holdings in the History of Medicine 3. the library of the Museum of the History of Science 4. 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. 5. 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. 6. 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>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>
<p>B</p>	<p>Museums and collections</p> <p>The holdings of the Museum of the History of Science are often employed in advanced papers and dissertation work.</p> <p>Similar use is often made of the ethnographical and anthropological holdings of the Pitt Rivers Museum and of the materials in the University Museum of Natural History.</p>

<p>C</p>	<p>IT resources</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 Wellcome Unit for the History of Medicine has a computer room designated for the use of M.Sc. and M.Phil. students in the Social History of Medicine.</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>
<p>D</p>	<p>Advice concerning the syllabus</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>
<p>E</p>	<p>Other support</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>

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.

13 Criteria for admission

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.

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:

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 630 (267 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 four persons: the subject Interviewer, who is responsible for the History of Science and Medicine, the prospective supervisor, the Director of Graduate Studies, and the Course Convenor for the M.Sc. and M.Phil. in History of Science, Medicine, and Technology. In appropriate cases, the Course Convenor in Economic and Social History may also be consulted. 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.

14	Methods for evaluating and improving the quality and standards of teaching and learning
	<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, 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 Interviewer for the History of Science, Medicine, and Technology (usually the Faculty's Professor for the History of Science), who has general responsibility for graduate studies in these fields, 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 receive 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. 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>
15	Regulation of assessment
	<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>

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.

A key role in this process is played by the External Examiners. They act as impartial advisors,

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.
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.

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

- the standards demonstrated by the students
- the extent to which standards are appropriate for the award
- the design, structure and marking of assessments
- the procedures for assessment and examinations
- whether or not external examiners have had sufficient access to, and the power to call upon, any material necessary to make the required judgements
- students' performance in relation to their peers in comparable courses
- the coherence of the policies and procedures relating to external examiners and their consonance with the explicit roles required of them
- the basis and rationale for any comparisons made
- the strengths and weaknesses of the students as a cohort
- the quality of teaching and learning which may be indicated by student performance

The Report will also be scrutinised by the Faculty Board of History and its various Committees, particularly the Examinations and Graduate Studies Committees; it will also be discussed by the Faculty as a whole, and by its constituent Groups. The Faculty then submits the reports and any comments and/or decisions for action for consideration by the Board of the Humanities Division and the Educational Policy and Standards Committee of the University.

Where an External Examiner's Report contains particular suggestions or criticisms, it is the responsibility of the Faculty Board 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.

16 Indicators of quality and standards

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'.

The course is recognised for Mode A research studentship awards by the ESRC, and meets the Council's Research Training requirements for a D.Phil. Where the research topic of the dissertation is suitable the course is also recognized for research training and Competition A funding of the AHRB, or the Wellcome Trust in the case of topics in the History of Medicine.

Reports from Examining Boards regularly address issues relating to quality and standards.

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.

The History Faculty gained a 5 rating in the 2001 Research Assessment Exercise.

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 government, and in voluntary, not-for-profit, and advocacy groups; also in consultancy agencies. Many graduates have continued after their doctoral studies into academic employment as researchers and teachers in Higher Education.