

**MRes in Military History and Strategic Studies (full-time)
For students entering in 2013/4**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 year
Date of specification:	28/Nov/2013
Programme Director:	Prof Beatrice Heuser
Programme Advisor:	
Board of Studies:	GIPIS
Accreditation:	

Summary of programme aims

The MRes Military History and Strategic Studies marries the approaches of two distinct yet overlapping disciplines to the same theme: war. The disciplines are (Military) History and Strategic Studies, a sub-discipline of Politics/International Relations drawing strongly upon History for its case studies. The programme aims to help students learn about the origins, purposes, effects and conduct of war. The programme aims particularly to prepare students for further independent research, in an academic context or anywhere else.

Intended learning outcomes:

- Demonstrate an ability to apply relevant general concepts and approaches as appropriate to the programme.
- Demonstrate an awareness of the nature of historical debate and discourse as appropriate to the programme.
- Demonstrate an awareness of the nature of debates in Strategic Studies.
- Demonstrate an understanding of the processes of causation, change and continuity as appropriate to the programme.
- Demonstrate a knowledge and ability to apply relevant skills and capacities.
- Communicate the evaluation of sources and other material effectively orally, but especially in written form, including in a major piece of guided but largely independently conducted research, the M Res Dissertation of 15,000 - 18,000 words, including footnotes but excluding bibliography and any appendixes.

Transferable skills

The programme will develop writing skills in different forms: through an improved ability to evaluate existing literature through the bibliographic essay; through question-oriented essays in the specialist Option(s), and through the dissertation with its own research agenda, analysis, and presentation. In this context, data identification and collection skills will be learned along with analytical skills. The programme will also develop oral skills through participation in seminars and the presentation on the student's research topic to the Postgraduate research seminar. Practical skills required for the location of bibliographical and historical material, including the use of electronic means of bibliographic searching and information retrieval and storage, are included, together with training in the use of local and national archives and libraries. The modules deal with communication skills, including those required to construct a clear and properly referenced written text, as well as oral skills and those needed to communicate graphically, for example through the use of Powerpoint presentations.

Programme content

The MRes in Military History and Strategic Studies consists of 180 credits, a taught element (90 credits) and a compulsory dissertation (90 credits). There are two compulsory core modules, which run for two terms (Autumn and Spring). In addition, students can choose from a number of optional modules to make up the remaining 30 credits.

Code	Title	Credits	Level
	<i>Compulsory modules:</i>		
PIM40	Themes and Issues in Military History and Strategic Studies	30	7
PIM41	Dissertation of 15,000-18,000 words	90	7
	<i>Optional modules (any combination to a total of 60 credits) from those available any year but which may include:</i>		
HSMOP3	The Crusades	20	7
HSMOP4	The Hundred Years War	20	7

HSMOP5	Intelligence and Propaganda	20	7
HSMOP6	Early Modern Warfare	20	7
HSMOP8	Castle Building	20	7
HSMOP9	Art and War, 18 and 19th centuries	20	7
HSMOP10	Art and War, 20th century	20	7
HSMOP11	Cold War Culture	20	7
PIM29	The Practice of Strategy in History	30	7
PIM30	Strategic Theory	30	7
PIM37	The Origins of War	30	7
PIM38	War, Memory and the Politics of National Identity	10	7

Part-time or modular arrangements

The programme can be followed part-time over a period of 24 months. It can also be taken on a modular basis for a period up to but not exceeding 72 months.

Progression requirements

None.

Summary of Teaching and Assessment

Most of the topics are taught through seminars which involve student preparation, discussion and normally the presentation of one major paper. Depending on the choice of topic, the seminars may centre upon the presentation and discussion of various kinds of source material including written texts and paintings. The core modules are assessed on the basis of 100% coursework. Optional modules may also be assessed on the basis of coursework only, or of 50% coursework and 50% examination. The pass mark for all modules is 50%.

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For Masters Degrees

To pass the MRes students must gain an average mark of 50 or more overall and have no mark below 40 in any of their modules. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40 in any of their modules. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For PG Certificates

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40 in any of their modules. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have obtained at least a BA Upper Second class or its equivalent. However, special consideration may be given to defence professionals based on their experience. For students whose first language is not English, an IELTS score of 6.5 is required.

Admissions Tutor: Professor D B G Heuser (d.b.g.heuser@reading.ac.uk)

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Career prospects

Career prospects are first, the same as for any other History or Politics Master's, any of which give the student an enhanced ability to do research and analysis. This MA will be of particular advantage for anybody seeking employment in posts where good background knowledge of conflict and the history of war is of use, which includes much defence-related work, teaching (including secondary school teaching), journalism, research institutes specialising in international and security policy matters.

Opportunities for study abroad or for placements

In view of staff contacts with various institutes specialising on military history or international and security policy matters, placements can be made where they are particularly relevant and beneficial to an individual student's identified research area.

Programme Outcomes

The programme gives students opportunity to develop and demonstrate knowledge and understanding, skills, qualities and attributed in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. Military History and the history of wars.
2. The major debates in this area of Historiography.
3. Strategic Studies and the major debates in this sub-discipline of Political Science and International Relations.
4. Specialist areas of the history of war and/or military history and/or strategic studies taught in the chosen Options
5. A specialist area researched in the dissertation

Teaching/learning methods and strategies

- PIM40
- Themes and Issues in Military History and Strategic Studies
- The Options
- The Dissertation
- Teaching
- Participation in regular seminars and other scheduled events in both Departments
- Individual supervision of dissertation
- Independent Work
- Research for module essays and assignments

- Research for Presentations
- Research for Dissertation

Assessment

- Formative essays
- Summative essays
- Oral presentations
- The part-independently pursued research project leading to the dissertation

Skills and other attributes

B. Intellectual skills - *able to*:

1. Formulate research questions and identify strategies for exploring them
2. Recognise and evaluate methodological issues arising from the selection and use of data
3. Identify relevant data (primary and secondary sources), especially relevant collections (archives, specialist libraries and data bases)
4. Collect relevant data (primary and secondary sources)
5. Order, collate and interpret relevant data and information;
6. Understand diverse analytical patterns as presented by different authorities
7. Locate the issues in the context of larger themes and literature of the two disciplines
8. Analyse the data in this light
9. Come to own conclusions, think critically and independently
10. Communicate the evaluation and conclusions effectively, both in written and in oral form

Teaching/learning methods and strategies

- All Modules.
- Discussion of methodology for:
- Data collection
- Collation and comparison of data
- Assessment of diverse interpretational approaches through the lenses of the two disciplines
- Teaching
- Participation in regular seminars and other scheduled events in both Departments
- Individual supervision of bibliographic essay and dissertation
- Independent Work
- Research for and writing of module essays and assignments
- Research for Presentations
- Data collection, evaluation, reading for and writing of Dissertation

Assessment

- The written work in all modules
- The oral presentations in all modules.

C. Practical skills - *able to*:

1. Ability to plan and manage a research project, working both with guidance and independently
2. Locate and use archives and specialist collections
3. Select and apply appropriate methodological approaches for the analysis.
4. Use of text software (e.g. WORD)
5. Use of footnote software (e.g. ENDNOTE), if appropriate
6. Power Point
7. Research and evaluate literature in libraries
8. Research and evaluate literature on the internet
9. Learn through peer group discussions as well as teacher-student advice.

Teaching/learning methods and strategies

- PIM 41
- Dissertation of 15,000-18,000 words
- Options
- Independent Work
- Research for and writing of module essays and assignments
- Research for Presentations
- Research for and writing of Dissertation

Assessment

- Dissertation;
- Bibliographic Source-Essay
- Oral Presentations.

D. Transferable skills - *able to*:

1. See C above, plus:
2. Presentation of written work at various lengths
3. Presentation of written work in answer to a specific given question

Teaching/learning methods and strategies

- PIM 41
- Dissertation of 15,000-18,000 words
- Options

4. Bibliographic skills.
5. Research and analyse material for a self-chosen research question, and presentation of the material and the analysis in a slightly longer piece of work.
6. Oral presentations with and without visual aids (Power Point)
7. Identifying themes and trans-disciplinary questions.
8. Effective management of time and work-loads
9. Demonstration of self-direction and independence in exercising own initiative and personal responsibility

- Teaching
- Participation in regular seminars and other scheduled events in both Departments
- Individual supervision of bibliographic essay and dissertation
- Independent Work
- Research for and writing of module essays and assignments
- Research for Presentations
- Research for and writing of Dissertation

Assessment

- Dissertation Proposal (oral presentation)
- Dissertation
- Bibliographic Source-Essay
- Oral Presentations.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.